

BUSINESS EDUCATION WORLD

Contents
DECEMBER
1949

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

	How to Tell Whether Aptitude Tests Are Trustworthy.....	Abraham B. Pollack	170
ADMINISTRATION	Philosophy of Business Education in the Secondary Schools of Connecticut.....	Paul M. Boynton	173
	Business Equipment.....	A. A. Bowle	174
	Doctor Gibson's Baloney: Replies.....	Readers	175
BUSINESS TEACHERS	What's Happened to "NABTTI"?.....		176
	Professional Publicity—Free.....	Alan C. Lloyd	177
	Your Professional Reading.....	E. C. McGill	178
	Salesmen—Economic Spark Plugs.....	Harry Bowser	180
DISTRIBUTIVE EDUCATION	Distributive Education in the Cleveland Public Schools.....	John C. Frakes	181
	Business Law Device: Quizzes and Tests.....	I. David Satlow	186
GENERAL BUSINESS EDUCATION	A Project in Adjustment Letters.....	Leland Brown	189
	Activities for a Q-SAGO Unit on After-School Work.....	William M. Polishook	191
	Report on Hunter College's First Class in Gregg Simplified.....	John J. Gress	192
OFFICE EDUCATION	December Bookkeeping Awards Contest.....	Milton Briggs	196
	Project in Office Style Dictation.....	Margaret F. Rowe	198
	Dictation Material.....	The Gregg Writer	200
	Business Scene.....		160
PROFESSIONAL REPORT	People.....		161
	Groups.....		165
	Schools.....		168

Four Supplementary Books Secretarial Students Will Welcome

For Use With Gregg Simplified

- For Even Higher Standards
- For Extra Skill Achievement



Complete, Authoritative New Dictionary
WORD LIST OF GREGG SHORTHAND SIMPLIFIED, by Gregg, Leslie, and Zoubek. The official guide to 30,000 words in print and Gregg Simplified outline. In three sections—alphabetical list, proper name and abbreviations. 326 pp. List, \$2.40

For Intensive Vocabulary Development
MOST-USED SHORTHAND WORDS AND PHRASES, by Gregg, Leslie, and Zoubek. A compilation in print and Gregg Simplified of about 5,000 of the most-used business expressions, representing about 90 per cent of words normally dictated. Arranged to match sequence of theory presentation in the *Manuals*. 128 pp. List, \$.60

For Speed-Building Phrase Mastery

PHRASES OF GREGG SHORTHAND, by Gregg, Leslie, and Zoubek. A combination phrase dictionary and phrase practice book. In three parts—alphabetical list, phrase-family list, and legal-phrases list. Cloth-bound, 128 pp. List, \$1.30

For Saving Time and Intensifying Practice

DIRECTED HOMEWORK IN GREGG SHORTHAND, Simplified Edition, by I. H. Young. Contains 70 assignments, each on one detachable page—one assignment for each of the 70 lessons in the *Manual*. Focuses study effort. Saves time. Gives balanced practice. Keeps absences up to date. A self-supervising practice aid, the merits of which have long been proved by its predecessor. Students should have individual copies. 140 pp. List, \$1.20

● You do not **NEED** these reference and learning aids to conduct superior classes in the new *Gregg Shorthand Simplified*. But these aids do guarantee **EXTRA** achievement. Moreover, the first three are reference and promotion-earning helps that every career-minded secretary will want for permanent possession.



The Gregg Publishing Company

BUSINESS EDUCATION DIVISION

New York 18.....330 W. 42nd St.
Chicago 6.....111 North Canal St.
San Francisco 3...931 Howard St.

Dallas 1.....2210 Pacific Ave.
Toronto 1.....50 York St.
London W.C. 1.....51 Russell Sq.

MAKE PROFESSIONAL LOOKING COPIES



A Stylus for Every Need

For illustrating, ruling, lettering, writing. New roll-point stylus for handwriting. Three dual-point, 2-in-1 styli. Designed for fast, easy use. Attractive colors for easy identification.



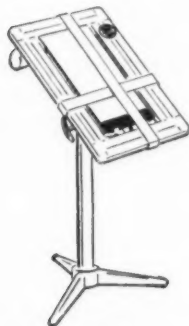
Many Styles of Letters and Numbers

Lettering guides of molded plastic. Greater thickness for strength, easy handling.



Attractive Shades and Patterns

Screen plates in new large size to dress up your mimeograph work with shadings in many patterns. Sturdy plastic, restful amber color.



Drafting Table Precision

The Mimeoscope (R) illuminated drawing board helps you to fast, easy tracing, drawing, lettering. Shown here is the model 5 on Tiltoscope model 35 base.

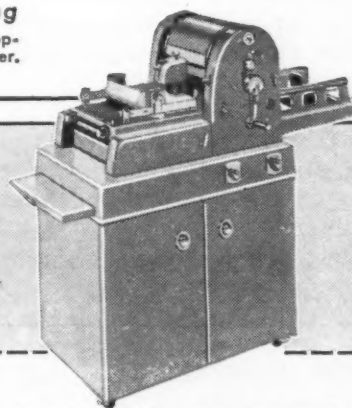


"Know how to run a mimeograph?"

That's a question more and more job applicants are hearing these days. So it's no wonder that more and more pupils are asking for a course in mimeographing. Setting up such a course is easy, with the many services and teaching aids offered by A. B. Dick Company. Emphasis is placed on step-by-step progress, simple directions, self-teaching, and stimulation of interest. For teaching purposes—and for fast, economical production of paperwork—there's a model to suit your needs in the complete line of A. B. Dick mimeographs. For use with all makes of suitable stencil duplicating products. Call your nearest A. B. Dick distributor, or send coupon for complete details.

Mimeographing is **BALANCED** Duplicating

Brings you all the essentials—legibility, speed, versatility, easy operation, and low overall cost—with no sacrifice of one for another.



A. B. DICK

... the first name in mimeographing

*Mail this
Coupon
for more
information*

New Accessories Make Professional Looking Copies

Please send me more information on A. B. Dick mimeographs and new accessories.

A. B. DICK COMPANY, Dept. BE 1249
5700 W. Touhy Avenue, Chicago 31, Illinois

NAME

SCHOOL

ADDRESS

CITY STATE

PROFESSIONAL REPORT

BUSINESS SCENE

■ **The Echo of Strikes**—Forecasts on 1950 prospects are all off until the industrial unrest settles down and statistics get realigned. When, overnight, whole communities of industries may shut up shop or \$100-million-a-week incomes may become a plus or a minus figure, the statisticians can't predict much.

• Everyone can visualize what is happening to the economy of a plant and its workers during a strike. What is easy to forget is the way a strike dams the flow of money to other plants and their workers.

Strikes tie up more than plants, too. Retailers in many communities now fear that the Christmas rush may be little more than a hurry; this attitude, unless contradicted by pleasant, but unexpected, developments, will mean fewer Christmas "extra" jobs in the stores. Thus, a steel tie-up in Gary can hurt the D. E. co-operative retail-training program in Buffalo.

An even more obvious example: Car loadings in October normally run around 900,000 cars a week; with steel and coal not loading, loadings were down to 600,000—and empty cars on eastern tracks couldn't even be dragged to the Midwest, where a freight-car shortage existed in the face of a bumper grain crop.

• The strike echo does other things, too. The Missouri-Pacific railroad strike, for example, led 5 per cent (some estimates are as high as 10 per cent) of shippers to switch from MoPac to trucks. How much of this will be regained remains to be seen.

Strike echoes increase the claims for unemployment insurance—not from the strikers themselves, for only New York and Rhode Island classify strikers as eligible for jobless pay, but from the workers laid

off by other industries that are hamstrung by strikes in their feeder fields.

During the steel strike, when 1.5 million tons of steel were *not* being made each week, steel production dropped to less than 10 per cent of the steel being made in comparable fall periods last month. That meant shortages, factory lag, lost markets, lost income, etc., in a spreading backflow of misfortune created by industrial dams.

■ **But Watch the Stock Market**—In the face of such dismal prospects, the stock market has shown an amazing optimism. Wall Street's reputation as a prophet isn't worth much any more; it has been wrong more often than right in the past three years. But, even so, stock prices stayed up at a time when labor and inflation (sterling devaluation) would normally have made at least some stocks plummet. This can only mean that traders think they see good business and good earnings in late 1949 and early 1950.

• There are some reasons to think they could be right. In 1950 the Government is expected to run a budget deficit of some \$5 billion. Businessmen do not like deficit spending as a principle, for they know that sooner or later business will have to make up that deficit; for the immediate future, however, it means that the Government is putting \$5 billion more into business than it is taking out; and that is fuel for a business boom.

Moreover, in early 1950 the Government is expected to pour \$3 billion more fuel into the economy—in the form of G.I. insurance rebates to veterans.

• Many businesses that have balked at borrowing money for expansion in new factories and products and that have not had a profit

margin wide enough to permit deep self-reinvestment are in a mood for selling equities in the form of stock. A strong market encourages that inclination. A good market for stocks could provide some of the money that business needs to keep up its capital-expansion program.

So, with the Government encouraging consumer spending (there has already been quite a boom, for example, in the inexpensive "penny stocks" fields), many experienced stock brokers see some sunshine ahead despite industrial unrest.

■ **Farming - Surplus Problem**—You don't have to teach school in the country to know how important the farming market is to city businessmen; but maybe you do have to be a rural teacher before you realize how closely the farmer himself is watching the Government price-support program.

• Just before Congress adjourned, it passed the Anderson-Gore Act, which continues price support for basic crops at 90 per cent of parity through 1950. This rules out the only really effective way of preventing surpluses—cutting prices. When a farmer has a guarantee on how much corn will bring him, he'll plant corn everywhere he can; so we get more corn than we can use.

That is the story, at least, in cotton. We have in sight a cotton surplus of about 9 million bales—as much as we use in a year. Cotton has snapped back with the fall revival in the textile industry, but synthetic cord is easing cotton out of the tire industry. Problem: how long should the Government continue to subsidize a crop that is increasingly in surplus?

• The Anderson-Gore Act, a last-minute rush enactment, does not answer that problem; it simply continues the *status quo* for another year. So, next year Congress will

Volume 30 • Number 4

BUSINESS EDUCATION WORLD

DECEMBER 1949

Editor and Publisher: ALAN C. LLOYD

Editorial Associates: Ruth I. Anderson • Milton Briggs • Claudia Garvey • E. C. McGill • Margaret F. Rowe

Production Editor: Eileen Syvertsen Brust

Business Manager: Walt Edwards

The Business Education World is published monthly (except July and August) by The Gregg Publishing Company, the Business Education Division of the McGraw-Hill Book Company, Inc., at 270 Madison Avenue, New York 16, New York. Subscription rates: \$2.50 a year (\$4 for two years) or 30 cents a copy in the United States and Canada; \$3 a year to all other foreign countries.

Copyright, 1949, by The Gregg Publishing Company. Printed in the U.S.A. Reentered as second-class matter September 15, 1949, at the Post Office, New York, New York, under the Act of March 3, 1879. Indexed in *The Business Education Index* and *The Education Index*. Information and data in the "Business Scene" are abstracted from *Business Week*, the magazine of business executives.

have to thresh out the matter all over again. The Act does have a few minor changes—higher “protection” on rice, tobacco, butter, and milk plus protection for the first time on such newcomers as mohair, tung nuts, and honey.

All of which affects the prices paid across the counter. And the farmer's economy and rural teachers' salaries.

Government Pay Boosts—In its final week, also, Congress came through with another round of wage increases for Government workers. For the average bureau worker, the boost was \$150 a year. The wartime \$1,620-a-year stenographer or clerk moves up to \$2,650; the \$6,500 second-layer bureau assistant or professional man moves up to \$8,800.

In part, the boost was Congress's way of making politically acceptable the first upward revision in modern times of top-level salaries—from \$15,000 to \$22,500 for cabinet officers; from \$10,000 to \$15,000 or \$17,000 for agency chiefs.

Purpose: to make it easier for the Government to compete for top-flight policy personnel.

Things Businessmen Talk About—

• As a come-on to get better readership on its annual report, the Federal Deposit Insurance Corporation has had printed on the cover of its report, “Reading Time, 12 Minutes.”

• The Civil Aeronautics Administration, which has the power of nod or shake on the use of Federal funds to expand airport building, will hereafter authorize only single-strip airports.

• Employers (be sure to tell your accounting students) now use Form W-1 to report income taxes withheld from wages and Form SS-1A to report insurance contributions. These two forms will be combined in a new Government Form 941. The point: merging the collection of old-age insurance payments along with withholding taxes will save the Government about \$1 million annually and will “effect substantial savings to employers generally.” When: January 1, 1950.

• The total number of autos in the world outside the U. S. now comes to 17.3 million—up about 1¼ million since last year. With U. S. cars thrown in, the grand total is about 58.7 million, according to figures compiled by *The American Automobile*, a McGraw-Hill publication.

• Interesting example of the way that advertising activity follows the pattern of business activity: The last



L. H. Diekroeger . . . St. Louis director

high in general business activity came toward the end of 1948, and the high in advertising came in the following quarter. The slide in business hit its low in July—and the slide in advertising hit bottom in September. Business activity began to climb out of the doldrums in August, and ad activities began to climb in October. *Average: about 2 months' lag.* This is new evidence for the old argument, “Does business control advertising or does advertising control business?”

• Most business teachers think of co-operative stores as rural enterprises, but one of the most prosperous co-ops is the Queens (borough in New York City) Electrical Appliance Merchants Association, which is capitalized at \$1 million and is successfully introducing into its own league its own television sets and other appliances—at sales-getting low prices.

PEOPLE

Promotions—L. H. DIEKROEGER, last year's president of NBTA and formerly vice-principal at St. Louis's Hadley Technical High School, has been promoted to the rank of a director of education in the St. Louis schools and assigned to evaluation and research duties in the Department of Personnel.

• EDWIN A. LEDERER, former accounting teacher and high school principal, has been promoted to become director of the division of commercial subjects for the Chicago Public Schools. Mr. Lederer, who has two degrees from the University of Chicago, has for years been an active member of business education organizations and is a former president



E. A. Lederer . . . new Chicago supervisor

of the Chicago Teachers Historical Association.

• DR. FOSTER W. LOSO, chairman of business education in the Elizabeth, New Jersey, public schools, has been promoted to the principalship of Grover Cleveland Junior High School in that city. Doctor Loso will continue with his business-education duties, along with his new assignment, until his successor is appointed.

• HARRY I. GOOD, former New York State director of business education, EBTA president in 1939, and a member of the administrative staff of Buffalo public schools, has stepped up again: He is now acting superintendent of Buffalo's schools. Mr. Good, after experience as department head in several large schools, became Buffalo's director of business education in 1933 and in 1936 was made associate superintendent for secondary schools. In his new appointment, he succeeds DR. ROBERT T. BAPST, whose ill health led to his recent resignation.

• IDA WALLACE has been advanced to head of the business department at Detroit's Northern High School, succeeding C. W. BLANCHARD, who has retired. In the same school, LOUISE HENDERSON has been promoted to guidance counselor.

• A number of advancements recently announced at Rider College:

CORRECTION

Last month, in its report on the Business Education Issue of the *Bulletin of the National Association of Secondary School Principals*, BEW reported the price of the issue as \$.50; the price should have been \$1. Individual copies may be ordered from the Association at 1201 Sixteenth Street, N.W., Washington 6, D. C.

Special Offer!

ON COMBINATION SUBSCRIPTIONS

Regular Rate:
\$2.50



Regular
Rate
\$1.50

YOU SAVE ONE DOLLAR

BUSINESS EDUCATION WORLD AND THE GREGG WRITER

We want more of you BEW readers to know about and enjoy THE GREGG WRITER. So, this special offer: You can subscribe to THE GREGG WRITER for a full year for just 50 cents if you act now to extend your BEW subscription at the regular \$2.50.

For just \$3 . . .

You can receive a full year's issues of BOTH magazines—authoritative, professional BUSINESS EDUCATION WORLD and stimulating, instructive THE GREGG WRITER.

We want you to note the teaching and learning aids in THE GREGG WRITER . . . its inspiring career stories . . . its how-to-do-it articles on actual office procedures . . . its shorthand reporters' department . . . its program for building artistry and speed in shorthand, typing, transcription . . . its special stories and articles in shorthand plates—some in Anniversary Gregg, an increasing number in Simplified Gregg.

Act Now—Before Christmas

This special Christmas offer expires on January 31. Your order must be (1) accompanied by payment and (2) by the coupon below or a typed facsimile. By using more facsimiles, you may send this combination subscription to friends, too. Present subscribers to both magazines may take advantage of this offer to extend both their subscriptions.

GREGG MAGAZINES DEPARTMENT

330 W. 42nd St., New York 18 BEW-12

Merry Christmas—and I want that full year of BUSINESS EDUCATION WORLD and THE GREGG WRITER for just \$3. Note that my order is—

- ☐ New ☐ Renewal* for BEW.
☐ New ☐ Renewal* for GW.

Name _____

School _____

Address to which
magazines are to
be mailed. Include
zone. _____

*Present subscription extended for another year.

PROFESSIONAL REPORT

Subsequent to the retirement in August of DR. E. W. G. BOOGER as Dean of the College, LEONARD A. OLSEN, head of the Accounting Department, has been appointed Dean of the Faculty, and GEORGE D. KNIGHT, for many years a Rider professor, Dean of Students. Assisting the new deans are SHERMAN KENT, director of freshmen students, and ROBERT A. MCBANE, who continues as assistant dean and as director in charge of veterans.

• Up the ladder at Altoona (Pennsylvania) High School: EDGAR J. BROOKS, from head of department to assistant principal; and, stepping into Mr. Brooks's former post, BEW author (June, 1949) RENETTA F. HEISS.

• SR. MARIE CELINE, formerly business teacher in Atlanta's Sacred Heart High School, has been promoted to the principalship of the school. Sister is also secretary to a committee that is preparing a standardized curriculum for use in the Catholic schools in South Carolina, Georgia, Florida, and Alabama.

■ **Business Appointments** — Gregg has announced the appointment of RICHARD G. COLE, until recently northwestern school representative of the firm, to the post of General Manager of the Gregg Publishing Company, Ltd., of England. Mr. Cole left on the Queen Elizabeth for England on November 5. Present address: Gregg House, 51 Russell Square, London, W.C. 1.

He has been a member of the Gregg staff since 1935, having represented the firm in many parts of the United States—Texas, Louisiana, New Mexico, California, Nevada, Utah, (and recently) Washington, Oregon, Idaho, and Montana. A graduate of the University of Texas, an experienced teacher, and an expert on fundamentals of shorthand system, Mr. Cole's new duties will include the introduction of Gregg Simplified to the British Isles.

• MYRON G. STOLP, for many years district sales manager for the Southeast, has been advanced by A. B. Dick Company, manufacturer of mimeograph products, to the post of advertising and sales promotion manager for the firm. Mr. Stolp's address: 5700 West Touhy Avenue, Chicago 31.

■ **Busy People**—Roundup of doings and deeds among business teachers:

• LOUIS A. LESLIE, coauthor of Gregg Simplified, is on his way around the world. Background: One of the most active shorthand fields in the world is in the Philippine Islands.



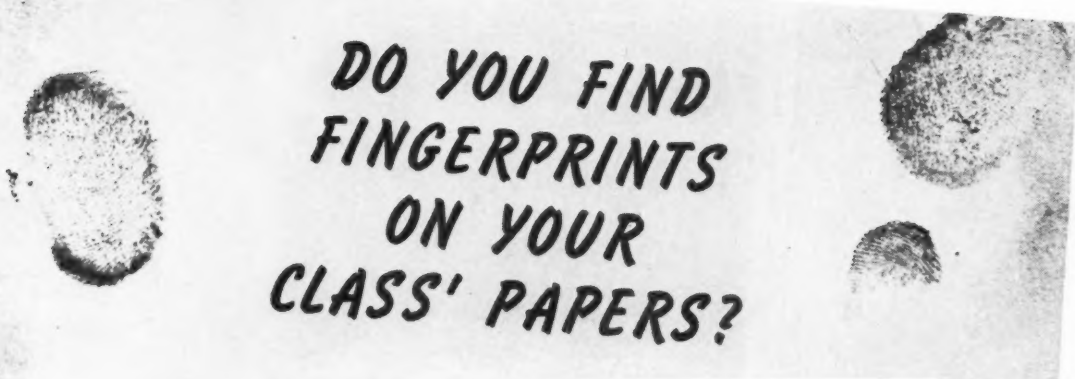
R. G. Cole . . . off to England

Leaders there invited Leslie for a month-long series of conferences on Gregg Simplified. Others abroad, hearing of the arrangements, extended invitations also. When Leslie gets back to New York in January, he will have addressed shorthand congresses in Hawaii, Philippines, India, Egypt, Italy, France, Belgium, and England.

• SUSAN HENLEY, of Syracuse's "The Henley—The Young Ladies' Shorthand, Typing, and Business Training School," took time out from class on her ninety-first birthday recently to acknowledge honors extended her at her school. Miss Henley began teaching shorthand seventy-five years ago, at the age of sixteen. She replied to BEW letter of congratulation:

"During my career I have taught many shorthand systems—Graham, Ben Pitman, Isaac Pitman, Munson, Osgooby, Dement. At that stage of my career, Gregg appeared, and since its first manual I have mastered everything that Gregg issued. I have now one Graham class, one Isaac Pitman, one Ben Pitman; and all others in connection with day and night classes are Gregg students. I have in my possession the first shorthand dictionary ever issued. It is the old Graham dictionary, a shorthand relic. I have obtained all the shorthand dictionaries from the different systems."

• MRS. REBECCA COLE and HELEN WALKER, of the La Crosse (Kansas) High School and Sullins College, Bristol, Virginia, respectively, have the unique honor of having created the first story ever to be published in Gregg Simplified: "Mr. Poppingill's Toyshop." It appears in the November and December issues



DO YOU FIND FINGERPRINTS ON YOUR CLASS' PAPERS?

To prevent messy work conscientious teachers supply their students with Webster's MultiKopy Micrometric Carbon Paper with its exclusive numbered scale.

This handy edge keeps fingers free from smudges. The carbon paper is simply removed by using the convenient scale.

It also warns students when they approach the bottom of a page. At all times they know exactly how many lines remain to be typed. The results: they finish their work faster and more easily. And they have fewer letters to retype for proper spacing.

Leading offices from coast to coast prefer this popular typing aid. Consequently, more and more teachers are instructing their classes how to use this magic scale.

Order Webster's Micrometric the next time you need carbon paper. It costs no more than other high quality sheets but is packed with extra value.



**Use this
convenient coupon
for your order
today**

** Larger quantities are subject to
your usual school discount and terms.*

GREGG PUBLISHING CO.
270 Madison Ave., New York 16, N. Y.

*Please send me..... packs of MultiKopy Micrometric Carbon Paper at 10 cents per pack plus postage. I am enclosing either stamps or cash.

Name

Street.....

City..... State.....

DON'T MISS THE 1949

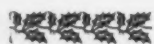
N.B.T.A.

Annual Convention

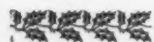
for the merriest and most
professional Christmas
holiday you've ever enjoyed!

Palmer House, Chicago

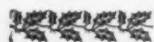
December 28, 29, 30



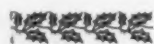
Plan now! Make your reservation at the Palmer House. . . . Get your plane or train tickets, or drive with a group from your area. . . . Bring your notebook—and formal clothes. . . . Save some of your Christmas shopping money . . . and treat yourself to three days of exciting but professional holiday with your friends in Chicago . . . at this year's better-than-ever convention of the National Business Teachers Association.



Meet your classmates . . . your college professor . . . the authors of the texts you use. See the newest equipment . . . newest books . . . newest teaching aids. Hear all the newest ideas, reported in meetings for teachers at all levels each day and each subject area each day. Get to know the leaders in business education informally . . . line up promotion . . . attend reunions and fraternity meetings.



The officers of NBTA have planned a powerhouse of professional help . . . and a circus of social activities . . . for you.



Dues in NBTA are only \$3. That covers your convention registration . . . subscription to the *American Business Education Quarterly* . . . your copy of the next *American Business Education Yearbook*, which sells to nonmembers for \$3.50. Send in your dues now—today—immediately . . . and plan on the best of all Christmases . . . with NBTA in Chicago!

Clyde Beighey, NBTA Membership Chairman
West. Ill. State Teachers College
Macomb, Illinois

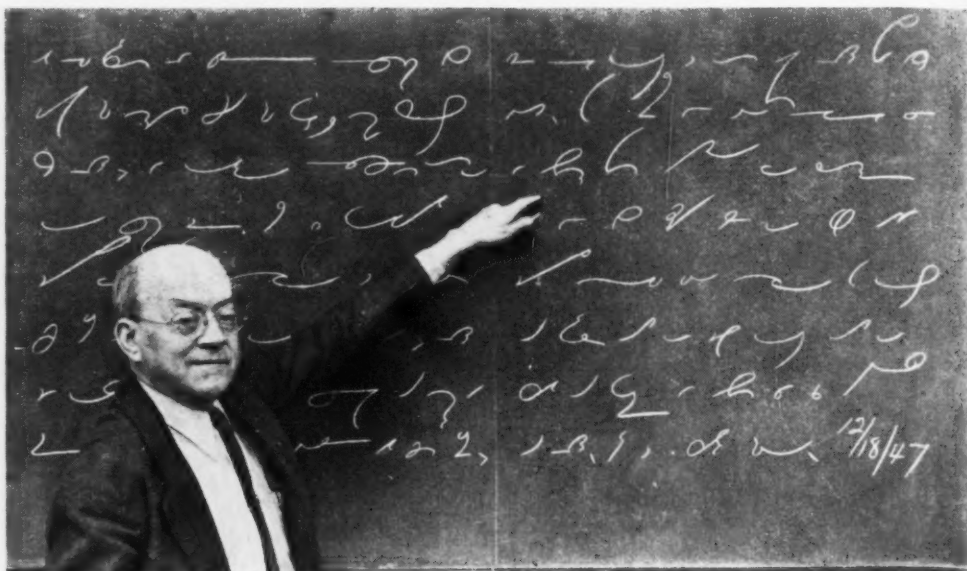
BEW

Enclosed find my check ☐ or money order ☐ for my 1949-1950 dues to NBTA. Be sure I get my membership card in time for the jamboree in Chicago and that I'm on the list to get the *Quarterly* and the new *Yearbook*.

Name

Address

City Zone State



W. W. LEWIS, for twenty-seven years director of Gregg College's teacher-training program and a shorthand teacher famed for his penmanship and his mastery of Gregg Shorthand, is shown beside the last blackboard of notes he wrote at the school. He retired in September, as did also Henry J. Holm, who served the college as principal and director from 1906 to 1939 and who has since 1939 been head of the private-school department in Gregg's Chicago office.

of *The Gregg Writer*, and the transcript appears in BEW (see page 205 for the transcript to the last part of their story).

The authoresses prepared the story last summer as an exercise in their Gregg Simplified methods course under DOROTHY L. TRAVIS at the University of Denver. Miss Travis, recognizing the appeal the story would have for teen-agers, recommended it to *The Gregg Writer*.

■ **Two Gregg Retirements** — Two men who have made their mark on business-education history have retired from Gregg service:

• HENRY J. HOLM, for thirty-three years principal and director of Gregg College (1906-1939), joined the Gregg staff in 1905 as an instructor at the college. He had over fifty years of business educating, having taught in Scandinavia Academy, LaCross Business University, the Massey Business Schools, and the Everett Business College before coming to Gregg College. In recent years, Mr. Holm, a former president of the NCTF (now NBTA), has been manager of the private-school department in Gregg's Chicago office.

• W. W. LEWIS, after teaching in private schools and colleges in Illinois, Kansas, and Rhode Island, came to Gregg College in 1920 to take over the shorthand theory-training and teacher-training courses, a program that he directed for twenty-seven years. In 1947 he left the college to work in Gregg's New York editorial office, and then he returned to Chicago as special as-

sistant to W. D. Wigent, manager of Gregg's Chicago office. Among the thousands of teachers he has trained at Gregg College, Mr. Lewis is famous for his penmanship (see illustration) and for his eagle eye in detecting shorthand errors.

■ **Bereavements**—GEORGE WOLF, for thirty-seven years the principal of Bird's Business Institute in New York City, at the age of sixty-nine. He had taught at the Institute for forty-five years.

• SIMMONE CRISE, head of the business-education department of San Leandro, California, High School, on October 6.

• PHILIP MUNSHAUSEN, typing methods instructor at Armstrong College summer sessions and teacher at the Merritt School of Business, Oakland, California, on October 20.

■ **College Appointments** — Extracts from correspondence and news releases:

• JACK ARCHER, from Gregg College's School of Reporting, to the Colorado State College of Education at Greeley, as an assistant professor in secretarial training.

• LELAND BROWN, from the University of Illinois, to the College of Commerce at Tulane University, as assistant professor in business writing. He succeeds Professor Harvey Lew Marcoux, business-English authority, who died last spring.

• JOSEPH J. PALLONE, on leave from his post as department head at Arnold, Pennsylvania, High School, to Pennsylvania State College, as instructor and doctoral candidate.

• The New York University Bu-



M. L. Landrum . . . Virginia history



L. L. Biester . . . Minnesota D. E.



G. A. Porter . . . general business

reau of Appointments has reported its assistance in these collegiate appointments: CALVIN H. BRAINARD, to Stevens Institute; MABEL E. ELLIS, to Central College, Fayette, Missouri; ROBERT W. FRIEDBERG, Texas Tech; PAUL M. HOFFMAN, Bucknell University; WILLIAM A. HUEBNER, Fordham University; CHARLES J. KAPPLER, Hillyer College; GEORGE LEWIS, Storer College, Harper's Ferry, West Virginia; JOHN F. LOTZ, Michigan State Normal College, Ypsilanti; DR. M. D. POTTER, from Iowa State College, to Florida State University, at Tallahassee; FLOSSIE A. RATCLIFFE, as secretarial instructor in the Department of Army, Austria; FRANCES E. SHULTS, Hardin-Baylor College, Belton, Texas; and WILLIARD M. THOMPSON, Sacramento State College.

• Additions to the staff at Rider College: RICHARD F. CASSIN, from the Finance Department of Niagara University, as assistant professor of economics and finance; DR. CHARLES W. BURROUGHS, of Mercer Hospital, to the Medical Secretarial Department; ALFRED BROWN, a Rider 1949 graduate, as an instructor in business writing; and LOUISE PALMER, another Rider 1949 graduate, assistant instructor in shorthand and typing.

• ROSS W. FAIRCHILD, from the Rockford (Illinois) School of Business, to the business-education staff at Stephens College, Columbia, Missouri.

• DR. WILLIAM L. CRUMP, after inaugurating a new program in business education last year at the Maryland State College in Princess Anne, resigned to accept appointment as Chairman of the Division of Business Administration and Education at Tennessee A. & I. State College,

Nashville. MRS. CECILLE CRUMP has also joined the staff.

• BENJAMIN F. THOMAS, formerly at Northwestern University and a Minnesota teacher, to the University of Maryland.

■ **Doctorates**—MERLE L. LANDRUM, professor of business education at Longwood College, Farmville, Virginia, Doctor of Education, from Indiana University, June, 1949. Dissertation: "Business Education in Virginia." Major professors: Dr. Melvin S. Lewis and Dr. Elvin S. Eyster.

• LILLIAN L. BIESTER, newly appointed associate professor of commerce at the Arizona State College, Flagstaff, Arizona, Doctor of Philosophy, from the University of Minnesota, June, 1949. Dissertation: "What Possibilities Are There for Distributive Education in Minnesota?" Major professor, Dr. Nelson L. Bossing.

• GERALD A. PORTER, professor of office administration at the University of Mississippi, Doctor of Education, from Indiana University, June, 1949. Dissertation: "Practices and Points of View of Teachers Relative to the Teaching of General Business."

GROUPS

■ **Thanksgiving Conventions**—Two major conventions, little heralded because of lack of preconvention news services, were held during the Thanksgiving school holiday.

• *Southerners* went to Miami to attend the twenty-seventh annual convention of the Southern Business Education Association, meeting at the McAllister Hotel. The program that President HOWARD M. NORTON

(Louisiana State University) and his associates presented opened with a tea on Thanksgiving afternoon, included a banquet and ball on Friday, and meetings all day Friday and Saturday. Special feature arranged for by General Chairman BETTY E. WEEKS (Miami Senior High School) was postconvention tour to Havana.

• *Business school administrators* trooped to cold, blustery Chicago to attend a joint convention of the National Council of Business Schools and the National Association of Accredited Commercial Schools at the Edgewater Beach Hotel. High light of the agenda was working out details for a merger of the two national organizations into a new "National Association and Council of Business Schools."

■ **National Business Teachers Association**—Business teachers' annual Christmas gift to themselves, their NBTA Christmas holiday convention, shapes up as bigger and brighter than ever. As BEW goes to press, only the general outline of the convention program is available, but even that outline indicates that NBTA officers' pledge—"merriest and most professional Christmas holiday you've ever enjoyed"—may well be in sight.

• The schedule:

Wednesday, December 28. During the day, registration, setting up exhibits, reunions, shopping in Chicago. In the evening at 8:00, first general assembly, featuring an address, "For Such an Age," by HERALD C. HUNT, Chicago superintendent of schools. After the address there follows an informal reception and dance until 12:30.

Thursday, December 29. In the morning, 9:30-11:30, three meetings by academic classification: *College*

Department, chaired by GERALD PORTER (University of Mississippi); *Private Schools Department*, led by HUGH BARNES (Barnes School of Commerce); and *Secondary Schools Department*, led by MARY HOUSER (Libbey High, Toledo, Ohio).

In the afternoon, 2:00-4:00, four subject-matter round tables convene: *Secretarial*, led by KATHERINE HUMPHREY (Iowa State Teachers College); *Social-Business*, led by INEZ RAY WELLS (Ohio State); *Private School Instructors*, led by C. C. STEED (Elizabethton, Tennessee, College of Commerce); and *Audio-Visual*, conducted by CLETUS ZUMWALT (Modesto, California, Junior College).

In the evening are reunion meetings and the Annual Dinner of Delta Pi Epsilon.

Friday, December 30. In the morning, 9:30-11:30, the second general assembly convenes, with President RAY G. PRICE presiding. The program features a panel discussion by business executives.

In the afternoon, 2:00-4:00, four more round tables will meet: *Book-keeping*, under the direction of PAUL MILLS (Michigan State College); *Office Machines*, led by L. W. ANDERSON (Evansville, Indiana, College); *Distributive Education*, led by ALOYSIUS E. MISKO (Monroe, Michigan, High School); and *Administration*, conducted by RUSSELL J. HOSLER (University of Wisconsin).

The annual banquet and ball, always the high light and the windup feature of an NBTA convention, begins at 6:30 on Friday evening and ends about 12:30.

• The NBTA officers are anticipating a large attendance. Some rea-



DR. M. HERBERT FREEMAN will bring "group dynamics" to the Social-Business Round Table of the NBTA Christmas convention in Chicago. He will defend "Devices and Procedures for Teaching Basic Business" in the session's "Trial of Basic Business." A "jury" of experts and a "prosecuting attorney" will cross-examine him. Chairman of meeting is Dr. Inez Ray Wells, Ohio State.



NBTA OFFICERS who guarantee a brighter-than-ever Christmas convention (Palmer House, Chicago, December 28, 29, 30) include: Standing, left to right—Jay Miller, Gladys Bahr, and Albert C. Fries, Executive Board Members; seated, left to right—L. H. Diekroeger, Executive Board Member; Ray G. Price, President; Robert Finch, Secretary; and Paul F. Muse, Treasurer. Not shown are: Lloyd V. Douglas, First Vice-President; E. O. Fenton, Second Vice-President; and Clyde Beighey, Membership Chairman.

sons: (1) diversified program; (2) no interference with Christmas or New Year engagements; (3) general popularity of Chicago as a convention town; (4) availability of dormitory-style quarters at the Palmer House, where several friends may room together inexpensively, if they wish; (5) excellent scheduling, so that few teachers will experience conflicts in meetings they wish to attend; and (6) general increase in professional interest among business teachers.

■ **New York City C.E.A.**—The 1,000-member Commercial Education Association of New York City and general vicinity will hold its thirty-third annual convention on March 18 at the Waldorf-Astoria Hotel. Program tentatively features a morning program of panel discussions, followed by a luncheon and the principal addresses.

■ **Eastern Business Teachers Association**—Annual Easter time convention will be held this year at the Hotel Statler, Boston, April 5-8.

• The general membership chairman, HELEN J. KEILY, Salem Teachers College, Salem, Massachusetts, has set the membership goal at 3,500

members and has announced the appointment of the following membership committee:

F. Blair Mayne, Gertrude Hannan, William G. Ott, Estelle Phillips, J. Walker Brown, Donald C. Fuller, Howard G. Pfrommer, Mrs. Agnes Seavey, Thomas M. Greene, LeRoy Brendel, John L. Pineault, Margaret R. Buchanan, Margaret Elam, Mary Gallagher, William Ervin, Mathilde Hardaway, Raymond F. Brecker, Florence McGill, Saul Wolpert, Kenneth E. Goodman, A. S. Bonner, William H. Valentine, Mrs. J. A. Merritt, George A. Wagoner, W. Clifford Sessions, Mrs. Thomas J. Maybury, Helen C. Botto, and Louise S. Hitchcock. Membership representatives outside the United States include T. O. W. Fowler, Toronto, Canada; Miguel G. Sanchez, Havana, Cuba; Bette Slack, Hawaii; and Alfredo C. Muniz, Puerto Rico.

• EBTA dues are \$3 and include (a) convention privileges; (b) subscription to the *American Business Education Quarterly*, (c) copy of the \$3.50 *American Business Education Yearbook*, "Evaluating Competence for Business Occupations"; and (d) membership card signifying

Meeting with wide approval from teachers—

“Right—at the Start,” Royal’s new and thoroughly authoritative school film, helps you teach typing to beginners in a vivid way.

THIS NEW teaching aid is intended for intermittent projection over a two- to three-week period in beginners’ typing classes.

This is a demonstration film. Novel, dramatic closeups show graphically and clearly proper use of machine controls, key-stroking, and key-location. An unobtrusive, motivating narration helps hold the students’ interest throughout the film.

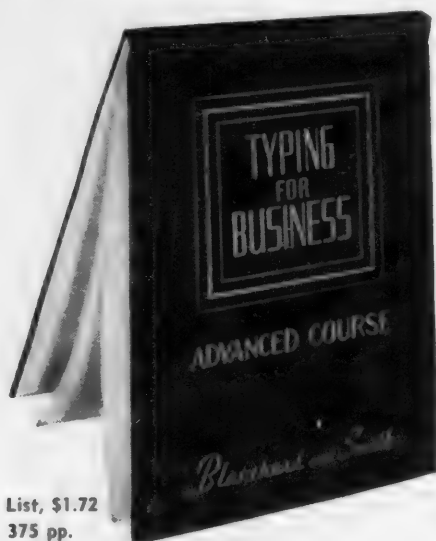
This supplementary teaching aid (16 mm., black & white, sound) fits in admirably with individual teachers’ programs. Prints for rental or purchase at actual cost to us.

*For further information on “Right—at the Start,”
write School Department*

Royal Typewriter Company, Inc.

2 Park Avenue, New York 16, N. Y.

For Your ADVANCED COURSE



List, \$1.72
375 pp.

TYPING FOR BUSINESS ADVANCED COURSE by Blanchard and Smith

- This book builds job-level skills in advanced typing courses. It may be used no matter what text students used in the beginning typing course.

- *Typing for Business, Advanced*, contains two parts, each with 16 units of five assignments—material for 160 class or laboratory periods. It starts with ten refresher assignments and thereafter features copy for drills, timed writings, and production exercises right up to the last assignment in the book.

- The book emphasizes practice for production. *Identical* business copy is used for both speed-building and production practice, so that students transfer to productive use *all* the skill that intensive drill enables them to build.

- Each unit of 5 assignments includes, in addition to skill-building material, some letters, some tables, some rough draft, some business forms, and some straight-draft copy, all arranged in a spiral of *gradually* increasing difficulty. This means that exercises are *graded* to the growing ability of the student so that production skill comes along with improved basic skill. It is a varied, interesting, effective book.

Order from the Nearest Gregg Office

GREGG

THE GREGG PUBLISHING COMPANY

PROFESSIONAL REPORT

member is doing his professional stint. Check for \$3 may be mailed to any member of the committee or direct to RUFUS STICKNEY, EBTA Treasurer, Boston Clerical School.

■ **American Business Writing Association**—ABWA, a group of college teachers of business writing, has just elected officers for the 1949-50 school year: President, J. HAROLD JANIS (New York University); Vice-Presidents, H. B. YOUNG (Penn State), MAMIE MEREDITH (University of Nebraska), J. H. MENNING (University of Alabama), and JESSIE GRAHAM (Los Angeles Public Schools); Secretary-Treasurer and Editor of the ABWA *Bulletin*, C. R. ANDERSON (University of Illinois).

- The Association has two kinds of memberships—"regular," including instructors in business writing, and "associate," including noncollegians who are interested in business writing. Both types carry a \$3 fee that covers convention rights and the monthly *Bulletin*. Associate members cannot vote. Payments to Mr. Anderson.

- The next convention of ABWA is scheduled for the Netherland Plaza Hotel in Cincinnati on December 29 and 30.



J. Murray Hill, President
Bowling Green Business University
... quite a birthday ...

junior-college department for training teachers and office executives; and then in 1925 it added a collegiate secretarial course. In January 1926 four-year courses were introduced; and the "College of Commerce" achieved, a few months later, full recognition by Kentucky accrediting agencies as a senior college.

In recent times, the school has continued its expansion into full university status. In 1938, for example, the department of business administration was organized. Today the institution trains teachers in business and social studies; business workers in both two- and four-year courses; accountants; business executives—a "business university."

■ **Packard Becomes Junior College**—The Packard School, one of New York City's oldest and one of the nation's best-known business schools, has been officially recognized by the New York State Regents as a junior college and will henceforth be known as Packard Junior College.

The school was founded in 1858 by SILAS S. PACKARD, who served as its head for forty years. LOUIS A. RICE is now its president. Packard can lay claim to many distinguished *firsts* in business training—the first school to encourage enrollment of young women, the first to introduce the typewriter in the training of full-fledged stenographers, etc. In recent years, Packard's pioneering in personality training, viewed as a part of skill training, has attracted much interest.

As a junior college, Packard will continue to specialize in business training in secretarial work, accounting, salesmanship, and business administration.

SCHOOLS

■ **Bowling Green, at 75**—J. MURRAY HILL and his associates at Bowling Green Business University have just finished celebrating a birthday: Their famous school, an institution that figures prominently in the history of business teacher-training, is 75 years old. The history of the school is almost the history of business education.

- Bowling Green was founded by A. W. NELL in Glasgow, Kentucky, in 1874. Ten years later it moved thirty miles to Bowling Green, Kentucky, when the citizens of that town offered the school a new and larger building.

In 1892 H. H. CHERRY took charge. The school had only eight "typewriting machines" (double-keyboard) and no formal instruction or text in typewriting. But Mr. Cherry covered the South with advertisements, added vigorous teachers to his staff, and expanded the curriculum to include bookkeeping, arithmetic, shorthand, typing, *telegraphy*, and penmanship. The enrollment grew rapidly.

- In 1922 the school took another jump: it added to its general business-college program a special

WHICH HUNTING GUN HAS THE BETTER CHANCE?



IN HUNTING *for Careers*

**DITTO EQUIPPED
STUDENTS HAVE A
DOUBLE-BARRELED
CHANCE TOO!**



A student is a long stride ahead when he or she has the *extra* of familiarity with Ditto practice. Why? Because business must be run for profit, and management is finding great and greater use for Ditto in these days when operations must be speeded, and every worker must be enabled to yield top production.

Ditto helps mightily in school, too. Ditto organizes minds, steps up efficiency, coordinates teaching activities. With amazing speed and clarity Ditto makes copies of anything typed, written or drawn, in one to four colors at once. In school or business more things get done in less time.

*(Write for Ditto Dictation Facts and Master)
(Typing Tests . . . No cost, no obligation.)*

Ditto, Inc. 2259 W. Harrison St., Chicago 12, Illinois

DITTO

Trade Mark Reg. U.S. Pat. Off.

ADMINISTRATION

TABLE 1. RELIABILITY COEFFICIENTS OF SELECTED TESTS

	Reliability Coefficient	Probable Error
1. Detroit Clerical Aptitude (78 Subjects in the sample group were re-examined at an interval of three weeks.)	.85	.01
2. Test for Ability to Sell (No probable error was given. The number of subjects in the sample group was not given.)	.91	—
3. Cardall-Gilbert Test (*The writer computed the probable error to be less than .01 on the basis of the 289 clerical workers in the sample group.)	.99	.01*
4. Minnesota Test for Clerical Competency (When odd-even items or comparable form tests are compared.)	.90	.01
(When test and retest are compared, the second testing about ten weeks later. The number of subjects in the sample group was 48.)	.85	.03
5. Turse Shorthand Aptitude (*The writer computed the probable error to be less than .01 on the basis of the 268 persons in the sample group. The split-half method of testing reliability was used.)	.98	.01*

Can We Trust Them?

How trustworthy are aptitude tests in business? Can we rely on them for guiding the students who come to us for counsel? The author explains to what extent we can and cannot trust today's aptitude tests. His presentation, we believe, is one of the most lucid explanations of those confusing terms, reliability, validity, predictive value, coefficient, and others, that have ever been placed before business teachers.

How to Tell Whether Aptitude Tests Are Trustworthy

ABRAHAM B. POLLACK

Co-ordinator of Co-operative Education
New Utrecht High School, New York

In his satirical novel, *Brave New World*, Aldous Huxley has given us a dramatic and extremely unorthodox solution to the problem of determining vocational aptitude.

In the regimented society that he envisages in the novel, the problem is solved with infallible accuracy by controlling growth factors before birth. All human embryos are collected in test tubes and sent to a central incubation plant, where they are placed on a conveyor belt. As they move along the assembly line, they are supplied with prescribed dosages of vital fluids and oxygen.

Those who are to perform the executive and managerial duties of this planned society are fed an abundance of the proper growth chemicals. Upon birth, they are superior in all respects and are called "alphas." Those who receive a minimal diet of oxygen and other growth chemicals emerge as puny "epsilons." They are the menials. They blissfully run elevators, answer doorbells, and perform other routine tasks ideally suited to their dull minds and obsequious manner.

Thus, with ruthless determinism and cold logic, Huxley solves the problem of identifying our future doctors, executives, and clerks. No square pegs in round holes in this *Brave New World*.

This satire is recalled to the reader because many laymen and some teachers are under the impression that guidance counselors operate in a kind of Huxleyan environment. All one has to do is submit to a battery of aptitude tests, and one is guided, with mechanical and unerring precision, into the vocational field for which he is best suited. We may someday reach that stage in human development — not without some misgivings, incidentally—but at present we are very far from it.

The teacher who thinks that aptitude tests can peer into the future and can predict just short of clairvoyance is being seriously misled. We are so limited in our knowledge of the personality traits, the mental abilities, and the variety of stimuli needed for success that whatever tests we devise must of necessity have serious inherent limitations. Our "brave new world" of the present cannot yet rely on the aptitude test in the same way that we rely on a law of physics or mathematics.

Studying the Test Manuals

What credence *can* be placed on an aptitude test? These tests have become indispensable to vocational and educational counselors. Granted, the use of these tests occupies a relatively brief and subordinate position in the entire framework of guidance; but the tests are frequently the keystone around which the counselor builds the pattern of his advice. An aptitude test that shows that Jane, for example, has poor aptitude for stenography presents a challenge. Under what conditions and with what reservations should we abide by its findings?

The publishers of aptitude tests provide manuals to help us evaluate the results of using their tests. In a typical manual one finds statistical and descriptive information—what research underlies the test, what sample groups were tested in obtaining data, the figures indicating degree of reliability, validity, and so on.

But the meanings of the various statistical concepts used in such manuals must be clearly understood before one can truly and accurately interpret the manuals themselves. Is a "reliability coefficient of .85, with a P.E. of .01" good or bad or average? How large should sample test groups be? Is a "predictive accuracy of 17 per cent" terrible or above average?

Our purpose here, therefore, is to explain those concepts so that business teachers will be better able to interpret and therefore properly to use the tests on the market today.

To achieve this purpose, the writer has turned to the manuals of five well-known aptitude tests; and he will explain how one interprets the statistical and descriptive information usually found in these and similar manuals. In preparing this explanation, the writer made no attempt to determine independently the reliability or validity of these tests; he accepted the test makers' scores at their face value. Whatever conclusions are drawn about the merits of these five tests themselves, let us remember, should be applied only to those five tests.

The manuals for the following tests were examined:

1. "Detroit Clerical Aptitudes Examination," by H. J. Baker and P. H. Voelker. Public School Publishing Co., Bloomington, Illinois. Copyright, 1937.
2. "Test for Ability to Sell," by F. A. Moss, et al. Center for Psychologi-

cal Service, George Washington University, Washington, D. C. Copyright, 1929.

3. "Cardall-Gilbert Test of Clerical Competence," by A. J. Cardall and J. Gilbert. Science Research Associates, Chicago, Illinois. Copyright, 1944.

4. "Minnesota Vocational Test for Clerical Workers," by D. M. Andrew and D. G. Paterson. The Psychological Corporation, 522 Fifth Avenue, New York, New York. Copyright, 1933.

5. "Turse Shorthand Aptitude Test," by P. L. Turse. World Book Co., Yonkers, New York. Copyright, 1940.

Much of the confusion that exists in the minds of educators about aptitude tests can be traced to the manuals. The jargon is formidable. Their statistics, which are far from clarifying, frighten the timid and mislead the naïve. The average teacher, whose knowledge of statistics stems from a course in Educational Psychology taken at college, is left nonplused. Yet, not unlike rocks rich with gems, the manuals contain information that is revealing. Let us see whether we cannot put these gems to practical use.

Aptitudes and Aptitude Testing

It might be wise to examine first, in a cursory way, the meaning of the terms *aptitude* and *aptitude tests*.

"Aptitude," says Bingham, "is a condition indicative of a person's power to acquire specified behavioral patterns of interest, knowledge, and skill."¹

"Aptitude tests," again according to Bingham, "measure abilities and interests. They ascertain what an individual actually does in a certain standardized situation, and from these measurements the estimate of capacity for future accomplishment is an inference—a statistical probability, not a certainty."² The key words in this definition are *standardized situation* and *statistical probability*. Let us elaborate these key words.

Aptitude tests do not measure ability in a vocational situation or the ability to pass a course, but measure ability displayed in a *certain standardized situation*. It is only assumed that the standardized situation of the test is a duplicate in all respects of the vocational or school environment.

There are many who respond to a real situation with much more enthusiasm and diligence than they do to the artificial situation of a test. How often have we had the experience of a youngster's suddenly showing unusual interest and capability in a course in which he

Inventory, in the Lingo

Business-education departments need to "make a profit" if they want to continue to serve their "customers." All enterprises take an inventory; don't you think we should?

Do your customers get their money's worth in your classes? How many customers did you lose (fail) last year? How many new customers have you been able to attract this year?

In any business, you know, new products are introduced and old ones are redesigned. Have you been studying your customers' habits and needs? Are you overstocking some products (secretarial students, for example) while facing a shortage of other products, like clerical or selling trainees?

If your department is showing a profit, you have earned the right to strut a little, because profit is an indication that the needs of the pupils have begun to be satisfied.—Adapted from the *Illinois Vocational Newsletter*.

previously showed little or no interest and ability? There are numerous stimuli—the teacher, the home, the student himself—that dramatically influence a person's interest and ability.

For these people, then, the standardized environment of a test is inaccurate for determining aptitude. This factor should always be considered, and it is separate and distinct from the statistical factors (reliability and validity) of the test.

Whatever prediction is made as a result of the test score is "a statistical probability, not a certainty." In other words, the test result is not to be taken as a mandate to be followed by the counselor but as an indication of a probability that the student has aptitude for a particular vocational or educational field. This probability, great or small, is to serve as a guide for our decision but should never dictate the decision. (This matter of statistical probability is an important concept in aptitude tests and will be discussed at length later.)

"Reliability" of a Test

When the test manual shows that the aptitude test has a "reliability score" of .85, precisely what does this mean?

When a test is reliable, the score obtained by a student will be maintained upon a subsequent adminis-

tration of the test or similar tests. It will *consistently* reflect the knowledges and skills of the student tested. The degree (or "coefficient") of reliability is expressed as a decimal. It indicates the degree of correlation between the scores of two tests or parts of the one test. When the relationship is high—which is good—the "coefficient of reliability" is high. It reaches +1.00 when there is perfect correlation in the two administerings. When there is no correlation at all, the coefficient of reliability is 0.

The test maker usually determines the reliability of the test in one of three ways:

1. *Split-half reliability*—checking half the test against the other half, to see whether the scores on the first half are consistent with the scores on the second half.

2. *Retest reliability*—giving the same test to the same persons after a lapse of time, to see whether the same results are obtained a second time.

3. *Equivalent-form reliability*—giving a similar test to the same persons after a lapse of time.

To illustrate, let us look into the Detroit Clerical Aptitudes Examination. To determine the reliability of the test, 78 cases were examined by the test makers. After an interval of three weeks, the same cases were re-examined with the same test. If the subjects' relationships to one another had been exactly similar in both administerings of the test—that is, if student A ranked first both times, student B ranked second, and so on—the coefficient of reliability would be +1.00, or perfect. The coefficient of reliability of this test is actually .85.

Cautions on Reliability Coefficients

Several factors should be kept in mind before drawing conclusions from the coefficient of reliability shown in any test manual.

In the first place, the coefficient of reliability merely refers to the degree to which a student's score is maintained on successive administerings. No inference may be drawn from this coefficient as to how well the test measures what it is supposed to measure. A test that shows a reliability coefficient of .99 measures something *consistently*, but we do not know what it measures until we determine the *validity* of the test (of which more later).

In the second place, the coefficient of reliability obtained by the test maker is affected by the range of ability within the sample group tested. If this sample group shows

¹Walter Van Dyke Bingham, *Aptitudes and Aptitude Testing*. Fourth Edition. (New York: Harper and Bros., 1937) page 22.

²*Op.cit.*, page 11.

a wide range of ability in the skills and knowledges tested, the rank of each person will be about the same in the two administerings. This will produce a high reliability coefficient. If, on the other hand, the range of ability is narrow, as in a homogeneous class, the rank of each person in the two administerings will not agree nearly so consistently. This will produce a lower coefficient of reliability.

In other words, the coefficient is determined to a degree by the composition of the group used in the sample. It is advisable, therefore, to examine the manual for a description of the group tested as well as for the statistical reliability coefficient.

A test maker can easily obtain a spurious high coefficient by adding to the sample group a number of cases on the upper and the lower limits of the ability range. These extreme cases will tend to rank similarly and so will raise the reliability coefficient.

A third factor to consider is the size and composition of the sample group. It must be remembered that all statistics are estimates. When a test maker indicates that his test shows a reliability coefficient of .85, he is merely giving an estimate of its true coefficient. The true coefficient is obtained only when the entire population is tested. Obviously, it is impossible to test the entire population of clerical workers, for example; so, it is customary to use the random-sampling procedure, obtain the coefficient, and assume that the same coefficient will probably hold for the rest of the population. But the sample group must be chosen at random and must be sufficiently large to be representative of the entire group. Otherwise the coefficient is meaningless and should not be applied to other groups or individuals tested.

Probable Error in the Coefficient

We have just noted that good statistical procedure requires the test sampling to be both random and large. The coefficient obtained, we noted also, is still only an estimate of the true coefficient we would obtain if we could measure the whole population. That introduces an interesting question: Is there any way of knowing how close our estimate comes to the real truth?

It's like saying, "You tell me that I can count on these results eight times out of ten cases. Are you sure?" Then the reply, "Well, there



THE 1950 SOUNDSCRIBER disc transcriber, introduced at the October National Business Show, features (1) airplane-metal cabinet instead of wood; and (2) unique "television" indexer, which is an enlarging mirror that eliminates the indexing strip normally used. New feature of the dictation machine is a microphone play-back control. The firm stresses the fact that new models may be used with previous models without upsetting routines.

is probably some error. I'd play it safe and guess that my estimate of eight out of ten is within one of being absolutely true. Let's say I have a probable error of one." You can see, then, that knowing the extent of probable error is important; in the foregoing conversation, a probable error of only one would be much better than, say, a probable error of three or four.

Statisticians can give you similar information on how close the coefficient of reliability is to the true coefficient—for example, they can tell you, within certain limits, the probable error of your coefficient of reliability. How can they do this? Well, they know that the size of the group is very important. If you base your coefficient of reliability on the results you got from testing 10,000 persons, your coefficient is likely to come closer to the truth than if you tested only 1,000 or 100 persons. Knowing this, statisticians have worked out a formula for measuring the correction—the probable error—for coefficients.

The statisticians cannot spot the exact, true coefficient; but their formula does permit them to guess how close the estimate is. The

• Birthdays are holidays for the Galat Packing Company employees, under a new labor contract. The Galat C.I.O. union has asked for an eighth paid holiday a year, agreed on a paid day off on birthdays as an alternative. Well, administrators?

formula gives them a correction figure called a Probable Error, or P.E. If you add the P.E. to your estimate coefficient and if you subtract it also, the two figures give you a range within which there is a 50 per cent assurance that somewhere between those two figures the true coefficient exists. If you want to be even surer—say, 99 per cent sure—you have to add and subtract 4 P.E.

Perhaps an illustration will make this clearer. The Detroit Clerical Aptitude Test has a coefficient of reliability of .85, and a probable error of .01. There is a 50 per cent probability that the true coefficient resides within the range of .84 and .86 [.85 — .01 and .85 + .01]. There is a 99 per cent chance that the true coefficient resides within the range .81 and .89 [.85 — .04 and .85 + .04]. The probable error for any coefficient varies with the number of subjects within the sample group. The larger the group, the smaller the probable error.

Some Evaluations

Are the reliability coefficients obtained [see Table 1] in these tests sufficiently high?

Symonds says:

One should aim to get a reliability of .90 in all cases where the results of the testing are to be used seriously in the administrative or guidance functions of the school.¹

Froelich and Benson say:

In general, we should select tests which have a reliability coefficient of .85 or better.²

Haynes, Broom, and Hardaway say:

Reliability coefficients should be at least .90 provided each test was administered twice to the same students through a number of consecutive grades. In single half-grade levels, where the ranges are relatively narrow, reliability coefficients of .80 may be accepted as indicating accuracy of measurement sufficient for group purposes.³

On the question of the number used for sample groups, Garrett says:

If N (number of cases) is less than about 25, there is usually little reason for assuming such a small sample to be descriptive of the given population. . . . But the corollary must be recognized that mere numbers do not in themselves guarantee a representative sample.⁴

(To be continued with a discussion of test validity next month.)

¹ Percival M. Symonds, *Measurement in Secondary Education* (New York: The Macmillan Co. 1934), page 299.

² Froelich and Benson, *Guidance Testing* (Science Research Assn. 1948), page 13.

³ Haynes, Broom, and Hardaway, *Tests and Measurements in Business Education* (South-Western Publishing Co. 1940), page 346.

⁴ Henry E. Garrett, *Statistics in Psychology and Education* (Longmans, Green and Co. Third Edition 1947), page 225.

CONNECTICUT SECONDARY SCHOOLS

Enrollment in Business Education Subjects, June, 1947. Reported by Paul M. Boynton.

State Supervisor in the Connecticut Business Education Handbook

Subject	Number of Pupils	Number of Schools	Subject	Number of Pupils	Number of Schools
Accounting or Bookkeeping III, or third year	198	12	Office Machines, second year	158	2
Advertising	221	9	Office Practice	1,966	60
Bookkeeping I, or first year	5,747	80	Penmanship or Business Writing	118	1
Bookkeeping II, or second year	1,624	42	Personal-Use Bookkeeping	22	1
Business Arithmetic	1,873	26	Personal-Use Typewriting	493	14
Business Ethics and Personality	69	1	Retail Selling I	373	10
Business Law	1,969	49	Retail Selling II	45	1
Business Organization	222	5	Review Arithmetic	132	2
Clerical Practice	116	5	Salesmanship	1,213	22
Consumer Education	304	13	Senior Business Problems	150	3
Dictaphone	50	2	Stenography I, first year	3,547	83
Economic Geography	1,754	51	Stenography II, second year	3,043	79
Economics	819	16	Stenography III	55	4
Filing (no longer taught as a subject)	0	0	Store Organization	14	1
Junior Business Training	5,440	78	Transcription	367	14
Merchandise Problems and Advertising	56	5	Try-Out Business Education	158	3
Office Machines, first year	449	5	Typewriting I, first year	9,757	90
			Typewriting II, second year	4,118	79
			Typewriting III, third year	484	5
			Vari Typing	85	2

Philosophy of Business Education in the Secondary Schools of Connecticut

Reported by PAUL M. BOYNTON

State Supervisor of Business Education
Hartford, Connecticut

Business education is that type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary purpose the preparation of boys and girls to enter upon a business career.

The term "business education" as used in high school curriculum making does not imply merely the narrow study of one skill or specialized employment, but rather includes almost universally a large content of so-called "general" courses. While vocational education in our high schools does mean training for some specialized employment, we assume that such specialized training is deficient if it is not supplemented by a nearly complete "general" education.

The program of studies for business pupils, therefore, should include adequate courses in English, science, social studies, mathematics, languages, physical education, art, and music.

In accordance with the procedures laid down in the Connecticut State Department of Education Bulletin No. 37, "Redirection, Reorganization,

and Retooling of Secondary Education," specialization should be postponed in all fields until Grades 11 and 12. As a part of specialization, skill training should be excluded from the program until the terminal years so that the time spent on perishable skills will not be lost.

With this philosophy constantly in mind, we believe that the contribution of business education to secondary education is both vocational and social in nature. The social business-education subjects, especially the one called junior business training, offer values that are fundamentally a part of general education. Earning a family living involves more than merely holding an initial position. It is not our intention to prepare pupils for initial positions only. We include much that will have promotional value later. We expect our graduates not only to obtain an initial contact, but also to advance to more responsible positions. Capacity to advance involves a certain occupational versatility and sufficient business background to make occupational readjustments. In general, specific training prepares for subordinate positions only, such as typewriting, stenography, retail selling, clerical work, and machine operation. These positions are excellent

stepping stones, but since none of them yield a living family wage, bookkeeping and social business subjects are also included in our program as background courses to insure advancement and to point the way to managerial positions and other better paying occupations.

Business education in the early years of the secondary school is predominately general in purpose. Personality, social contacts, and civic responsibility should be stressed; and an effort should be made to give each pupil a comprehensive business vocabulary.

A business-education program that includes several areas of specialization is suggested. However, the individual pupil should not be required to elect more "technical" or "skill" subjects. The time saved by reducing the number of marketable skills taught per pupil can be utilized to better advantage for the teaching of a higher degree of civic, social, business, and vocational intelligence with emphasis on the consumer aspect of business education.

The relation of business education to consumer education is of paramount importance to the schools of Connecticut. Every student is and will be throughout his lifetime a consumer of goods and services. In this field business education has an important contribution to make. Only teachers trained in business education can effectively present this material to pupils of the high school as a part of the contribution that this area can make to the common education for all.



UNDERWOOD BIDS hard for the family typewriter market with its new "Leader" portable model, priced relatively low at about \$60. Model features the substitution of common arithmetic signs (=, +, and °) and a one-key exclamation mark in the place of the usual 1/2, 1/4, @, and ¢ symbols, to improve utility of machine for students. It's "designed for family typing use," says Underwood.

Business Equipment

Reported by A. A. BOWLE

Abacus

Contests between the abacus and modern calculating machines make this item news. Loy's Chinese Calculator Company, 1317 Rhode Island Avenue, N.E., Washington 18, D. C., announces the first U. S.-made abacus, with illustrated instructions, which can be used to extract square root as well as to perform the usual mathematical operations of adding, subtracting, multiplying, and dividing.

Desk Postage Meter

A new, small, self-contained postage meter, which stamps and seals mail of all kinds, is announced by Pitney-Bowes, Inc., Stamford, Connecticut.

"The first true desk model" is their description of this meter, which prints postage of any value, as and when needed, directly on the envelope. To operate, "dial" the stamp value wanted and press a lever. Envelope sealing is accomplished by a built-in mechanism.

All-In-One Storage

All-In-One No. 1. Jr. is the title of a new storage container. It contains two office-card drawers, two letter drawers, and a storage system.

It's designed by Futura, engineered and manufactured by Steelmaster, and sold by Art Steel Sales Corporation, 170 West 233d Street, New York. The over-all dimensions are 33 inches high, 27 inches wide, and 16 inches deep.

Airfoam Cushions

American Latex Products Corporation, 921 Venice Boulevard, Los Angeles 15, California, recently brought out a new line of Airfoam office-chair cushions. They will be available in a full range of styles and sizes, featuring three covers—leather-like plastic, a fiber pattern, and a removable frieze. The executive size, 16 by 18 inches, and the secretarial, 14 by 15 inches, are available in either 1- or 2-inch thicknesses.

Robot Kardex

Something new is a combination desk and cabinet for Kardex cards. It's an electrically controlled item consisting of a metal unit holding 60 trays of Kardex records and a desk-top extension. A tap on a key delivers the desired tray and returns the completed one. Without moving from his chair, reaching, or changing his position, the clerk is said to have 4,020 separate sets of visible records at his finger tips. The cabinet has an over-all size of 25 3/8 inches wide, 63 inches high, and 53 1/2 inches deep.

Ful-Vu Sorter

A Ful-Vu Universal table-top sorter just introduced by Cooks', Inc., Camden, New Jersey, is designed to facilitate sorting of correspondence, checks, invoices, or other business papers. The larger sorter consists of 31 overlapping dividers hinged to a baseboard 4 inches wide by 33 inches long and designed to be laid on a desk or table top. The smaller sorter is 4 by 24 inches.

The dividers are made of heavy, transparent Mikefilm plastic. Each contains a pocket in the end for index tabs that may be utilized in any indexing system.

Horizontal Rotary File

A new Cardineer horizontal rotary file is announced by Diebold, Inc., Canton 2, Ohio. As the word indicates, the file revolves in a horizontal instead of a vertical plane. It is claimed that records are in a natural position for posting or reference without removing them from the rotor. Each file holds up to 2,700 records. There are no containers, no drawers, but a wide-open working "V" that makes posting easy.



486 pp.
List, \$3

English Reconstruction,
Not Just a Review—That's
Robertson and Carmichael's

Business Letter English

For College Business Correspondence, Business English, and Transcription

A new book with three unique features to make teachers of letter writing and transcription stand up and shout:

1. *Business Letter English* teaches English fundamentals from scratch. It does not assume that students have a fine English mastery that needs only reviewing.
2. *Business Letter English* uses in its examples and exercises letter materials that are

so real that permission to use them had to be obtained from hundreds of business firms. 3. *Business Letter English* teaches letter writing only partly by example. The main approach is by tested and proved formulas that make creative letter writing easy and effective.

This fine book will serve the student long after he has used it in your classes. It is organized and indexed to serve the worker as a permanent reference guide.

Write Gregg today!

The Gregg Publishing Company

BUSINESS EDUCATION DIVISION, MCGRAW-HILL BOOK COMPANY, INC.

New York 18... 330 West 42nd St.
Chicago 6.... 111 North Canal St.
San Francisco 3... 931 Howard St.

Dallas 1..... 2210 Pacific Ave.
Toronto 1..... 50 York St.
London W.C. 1.... 51 Russell Sq.

BUSINESS TEACHERS

The Riot Corner

In October, BEW published an article, "If Students Haven't Learned, You Haven't Taught"—Baloney!" by Dr. E. Dana Gibson. BEW invited readers' reactions. Here are some of the more tempestuous ones—

Doctor Gibson's Baloney: Replies

■ **Why, Professor!**—I say "Baloney!" right back at Doctor Gibson—even with respect for his title and office. I should like to ask the professor whether a salesman who gives a fine presentation of his product but gets no signatures has really sold his product? If a minister delivers a stirring sermon without stirring any souls, has he ministered? If a businessman presents a fine article at a reasonable price but fails to make a profit, has he succeeded?

Any phonograph record can "flood the place with knowledge." But I think it takes a *real* teacher positively and pleasantly to force his students to forget "the current baseball series" and turn their attention to "current business trends" or whatever the day's topic may be. Baloney, Doctor Gibson, baloney!—G. W. Maxwell, Lander, Wyoming.

■ **Brother, Amen!**—Doctor Gibson, I'm in fervid agreement with your point of view. It seems to me that the student *must* be willing to soak up the knowledge with which the teacher may be flooding the classroom.

• **The Case of Josie.** I had a typing student, Josie, a sophomore, who could to all intents and purposes neither spell nor read—let alone type. Interestingly enough, her reading of something after she typed it was no better than her reading of it before typing it.

But, during her junior year, Josie learned that she might be able to get a summer job in a local office. Josie wanted that pay, needed it badly. Overnight, typing became to her not a school subject but an income-earning skill that had to be mastered. Her work improved unbelievably. It reached no gold-star status, you understand, but it became at least passable.

Well, Josie got the job all right and liked office work very much indeed. Now, back in school for her senior year, she's digging in right—she's "soaking it up." But she is planning to attend a business college after graduation, and she sadly admits that she is going to have to pay

for the training she could have got in our own classes.

• **Lots of Josies—Too Late.** A student can learn to choose and can choose to learn that which the teacher places before him. Like Josie, one in thirty or so will choose to learn before it is entirely too late. The other twenty-nine could make the same sort of discovery. In fact, they do—on the job, within a year or two after graduation!—Nancy Sherwood, Memorial High School, Knightstown, Indiana.

■ **Way Off Base, Doctor!**—I am ready to agree with Doctor Gibson—if he just eliminates the last word in the title of his rather absurd comments, "If Students Haven't Learned, You Haven't Taught"—Baloney!"

• If he is referring to the secondary level, he is most definitely "off base." After all, high school students are not free agents. They are attending school because millions of parents want them to be in school to learn how to perpetuate the *status quo* (and, incidentally, they thereby furnish rather acceptable jobs to a few million adults).

So, although subject matter may be vitally important to the teacher—after all, it is his bread and butter—it does not necessarily follow that it is of the same vital importance to the individual students. They have subject matter or interests, if you please, that are more important to them than a monumental knowledge of shorthand or what have you!

Does Doctor Gibson forget that we are teaching students, not subject matter? If there is no felt need on the part of the student for a particular course or unit within a course, the best that can be expected is a passive indifference or an effort to memorize and regurgitate "gems of wisdom" on an examination. No learning has taken place, because the teacher has not *taught*. All he has done is given lessons in subject matter.

• If the good Doctor is referring to teaching on the college level, I am certain that he will find many adherents to his philosophy.

After all, one of the most frequent comments on many campuses regarding some members of the faculty is, "He certainly knows his subject matter, but he cannot put it across."

Such instructors have long worked on Doctor Gibson's ostrichlike assumption that the student is enrolled in the course because it is the most important one on campus and that the student can either "take it or leave it." They feel that they teach the most important subject since the creation of mankind, and they daily want to (to quote the Doctor) "mount their soapboxes and shout about the importance of the subject content of their courses."

• But whether he means "baloney" on the high school or college level, Doctor Gibson should make it clear that his philosophy is a kind of rationalization. It is the kind of rationalization normally resorted to only by the teacher who is so impotent that he can do no more than "give lessons in" his subject matter area, or by the teacher who is too lazy to take positive steps to arouse a lively curiosity in his students for broad aspects of knowledge, not just one narrow subject.

I presume that Doctor Gibson's prime purpose in publishing his comments was to create discussion and that, therefore, he should not personally be classified in either category of rationalizers.—Fred S. Cook, Teaching Fellow, University of Michigan.

■ **Attaboy, Doc**—I liked your outburst that appeared in BEW. Would that more administrators and classroom teachers would take the attitude that students come to school presumably to learn!

Student attitude *has* changed; students are insulted if a teacher suggests they stay after hours for special help, and they become defiant if one sees it through. I suppose that my invitation to a student to stay for help interferes with "his" athletic career, or "her" cheerleading practice session, or "their" general lounging around at the corner soda fountain.

Where are the good old days when students actually produced? Employers wonder, too!—Violet S. Miller, Park Rapids, Minnesota, High School.

■ **You Tell 'Em, Doctor**—I agree with Doctor Gibson! Learning means work as well as enjoyment. Life is sometimes monotonous; every job

has a certain amount of drudgery in it. Let's face it. Let's get the students to face it. If school is to prepare one for life, then we must have lifelike situations.

Too many students are pampered in school. I do not mean teachers should get "tough" for the sake of getting "tough," but rather that we should purposely awaken students to (1) their responsibility, (2) their attitudes and personal relations, and (3) our grades as a reflection of their actual achievement. —Helen Hillard, Cambridge Springs, Pennsylvania.

■ **An Administrator Agrees**—I believe that Doctor Gibson knows what he is talking about and should be commended for the stand he takes. I have long been of the opinion that "You can lead a horse to water, but you can't make him drink; you can send a child to school, but a teacher can't make him think."

I also agree with the author when he says that "we need a big change in student attitude, one that is long overdue. I'm all for letting attitude be reflected in grades, too, if that's what it takes to make our point register." When intelligent students loaf like oafs and nod like clods or are so lazy that they do not even bother to be bad, out they should go! They are wasting their time, the teacher's time, and the taxpayers' money. . . .

- To expect the school to tolerate the unqualified, lazy, incompetent, and incorrigible students and still avoid chaos and failure is wholly as unreasonable as to expect the high school basketball squad or glee club to do the same. The school that has no authority to enforce its scholastic standards would have, in effect, no standards at all.

- Students have their obligations and duties. One of these is to take full advantage of the steadily improving educational facilities that the community provides at somebody's expense. The best way, practically the only way, the pupil can show his appreciation is to make good in the fundamental business (and it should be a very serious business) of going to school every day to temper and sharpen his tools of mind, character, and personality.

A school may be many things, but it is nothing if it is not one thing above all others: a stadium for intellectual exercise.

No one has yet invented a royal road to knowledge or a way to eliminate from education the necessity for hard work, and no one ever will.

Education may be and ought to be happy, interesting, stimulating, and creative. But only the student himself can make it worth the wealth and the effort that go into it.

In the coming years of economy and retrenchment and competition for jobs, every student should swear

a vow that, no matter what else happens, he will learn the joy of strengthening and stretching every one of his mental muscles to the utmost—for his own, his school's, and his community's welfare and progress.—John F. Palm, Superintendent of Schools, Isle, Minnesota.

Professional Snapshot BEW carried in September the news of NABTTI's affiliation with UBEA. What does that news mean to business education's helmsmen? To teachers of today and tomorrow? BEW unearthed its releases from the organization to determine—

What's Happened to "NABTTI"?

The National Association of Business Teacher-Training Institutions was founded twenty-three years ago as a league of colleges that were training business teachers and wanted to do a better job.

Twenty-three years covers most of the years in the history of business-teacher training. Dean Cecil Puckett recently commented: "... business education is a relatively new program in the ... colleges. It has been only a matter of three decades or so that a program of business-teacher education has been in progress."

So, twenty-three years ago, business-teacher training was still in its infancy, and the NABTTI founding was both pioneer and historic.

- The birth came about on March 19, 1926, as an outgrowth of the Iowa Research Conference in Commercial Education. Eleven institutions served as parents, and Dr. Earl G. Blackstone, then of Iowa State and now of the University of Southern California, was the godfather—and first president.

A stream of "Who's Who in Business Education" candidates have been president of the organization: Paul Lomax, Ann Brewington, C. M. Yoder, Helen Reynolds, M. E. Studebaker, William R. Odell, R. G. Walters, Frederick G. Nichols, Paul Carlson, Catherine Nulty, Vernal Carmichael, Paul Salsgiver, Frances Bowers, Paul Selby, H. M. Doult, Hamden Forkner, Margaret H. Ely, Peter Agnew, and — currently — Esby C. McGill, of Kansas State Teachers College, in Emporia.

- What has been achieved by these leaders? Much.

Every time a drive for developing an area of business education is



ESBY C. MCGILL

... a new leaf for the NABTTI ...

launched, the men and women in the driver's seat beckon to teacher-training centers.

Example: The current boom is for a high-school, business-citizenship course; but the boom is being muffled because few business teachers have been trained to teach such a course. So, pressure is being exerted on NABTTI and its affiliates to modify curricula so that newcomers to classrooms will be qualified to teach "basic" or "general" or "citizenship" business.

This is a typical problem for NABTTI to wrestle with, merely the newest in a stream that have been threshed out in the Association's annual conventions. NABTTI publishes two or three *Bulletins* each year (Dr. S. J. Turille, of Madison College, Harrisonburg, Virginia, is editor), to provide reports of research findings, outlines of new teacher-training programs, and so on. A review of NABTTI's 46 *Bulletins* is a retracing of the field's growth, trends, and improvement.

¹ Cecil Puckett, "Career of a Business Teacher," *Business Teacher*, September-October, 1949, p. 6.

Whether the betterment picture is an example of the reflection or of the direction of NABTTI is debatable, but no one doubts that the increasing effectiveness of business-teacher training is due in great part to the work of NABTTI. That work is important to business teachers.

• Now, NABTTI is the Teacher Education Division of the United Business Education Association. Does this auger well?

NABTTI leaders believe so. They aspire to a more productive, more powerful, faster program. UBEA provides wider contacts and many services—a central administrative office in Washington, for example; the help of UBEA's executive secretary, Hollis P. Guy, for another—so that service and research may be more continuous. Too, member institutions receive UBEA publications.

The affiliation was initiated in 1946 when Dr. Hamden L. Forkner, then NABTTI president, introduced the idea as one step for improving the work of the Association. Last summer a committee composed of Stephen J. Turille, J Marshall Hanna, and Margaret H. Ely ironed out details in time for a formal application at UBEA's Boston convention. Retiring NABTTI President Peter Agnew made the official presentation. The request was welcomed by UBEA officers, who are working feverishly to combine in one "united" organization as many business-teacher groups as possible.

• With the affiliation comes one new source of income: individual memberships.

UBEA has two kinds of memberships—regular, costing \$3, for which individuals received UBEA's *Forum* and services; and professional, for which individuals pay \$3 more and receive additional membership in one or more UBEA divisions (Teacher Education, Administrators, or Research) along with UBEA's *Business Education Quarterly*. Professional members who tick off Teacher Education as their preferred special membership will receive NABTTI *Bulletins*.

What has happened to NABTTI?

Replies President McGill: "NABTTI is in a much more advantageous position. We will no longer be struggling alone, a waif in the storm. Problems that previously were out of our reach can now be attacked and handled efficiently through the large organization of which we are now a part. NABTTI has turned over a new leaf in its ability to perform professional service to business education."

Deadlines, Deadlines

Here's a brief lesson on "What Every Publicity Chairman Should Know" on the subject of stealing space in professional journals for the latest news of his organization's activities and convention plans. There's an art in getting—

Professional Publicity—Free

ALAN C. LLOYD
Editor and Publisher
Gregg Magazines

The two most typical openings in the publicity letters that the editor of an educational journal receives are these: "Flash! It has been announced that the next convention of the . . ." and "Why didn't you publish our flash about . . . ?"

Editors get scores of releases from teacher organizations every month. Only a fraction ever appear in print. The few that do bear little resemblance to the original releases.

Why? That's a question that every association's publicity chairman should be able to answer.

To steal space in any periodical, a publicity chairman must know four things: (1) the magazine's policy on running news items, (2) the magazine's production schedule, (3) what to say, (4) how much to say.

Policies of Magazines

Not all magazines run news columns. *Business Education World* does. The *Journal of Business Education* and the *Balance Sheet* do. The *UBEA Forum* does if the release concerns an important activity of an affiliated organization. The *Compass* does if it concerns a private business school. *Business Teacher* does not. The *Gregg Writer* does not. The *National Business Education Quarterly* does not.

Sense of Timing

Most persons think of magazine publication as an overnight job. Presto. The drama of the scoop. Flash. Stop the press. Publicity chairmen should reserve that sense of drama for daily papers and, to a lesser extent, for weekly news magazines.

Professional journals like BEW, the *Journal*, the *Forum*, and the others start going to press weeks before you receive your copy. This article was set in type eight weeks ago. The final touches are put on an issue two to three weeks before you find it in your mailbox.

Such a long schedule is required because magazines that circulate to a few thousand subscribers (BEW: 12,000; *Journal* and *Forum*: esti-

mated at about 6,000 each) cannot support the size staff needed for overnight production and cannot compete with the giant-circulation magazines that buy priority on the presses.

Understanding exactly when an issue "goes to press" is high on the must list for publicity chairmen.

A Typical Schedule

For *Business Education World*, for example, a publicity chairman should know and observe this schedule:

Minus 4 weeks, last articles go to the printer for composition.

Minus 3 weeks, all news items, reports, and fillers go to printer.

Minus 2½ weeks, "dummy" goes to printer for page make-up.

Minus 2 weeks, loose ends are gathered and magazine is closed.

Now, apply that schedule to, say, the February issue, due off the press on January 20 in order to reach subscribers by February 1.

By December 20, last articles to the printer for composition.

By January 2, all news items, reports, and fillers to printer. (This is deadline for publicity in the February issue.)

By January 5, dummy to printer.

By January 8, issue closed.

Imagine that you were publicity chairman of a meeting scheduled for February 25. You want a splash in the February issue and an advance notice in January. The splash deadline would be January 2 at the latest—and by just getting in under the wire you would probably get a dribble instead of a splash, for January 2 is the day the copy goes to the printer—and it has to be read and edited and space-planned before it goes. Similarly, the deadline for your announcement in the January issue would be December 2.

Suppose the advance notice arrived on December 3 instead of December 2. If it contained extraordinary information (a convention canceled, for example), the editor might be able to tack a brief note into his dummy; if it were the usual kind of convention announcement, it would be held over until the next month.

The way to play safe, of course, is to send a stream of announcements so that the editor always has something new to use.

And right there is the big problem that every publicity chairman runs into: *If the officers of an association do not complete and report their plans in time to beat the deadlines—no publicity.*

BEW checked, for the purpose of this article, ten convention announcements that arrived too late for inclusion. In every case, the plans had been completed too late. The fault was not the publicity chairman's but rather that of the organization's officers and executive board.

Length of News Releases

The only journals that give complete details of conventions are those published by the organizations sponsoring the conventions. The *Balance Sheet* gives a very generous amount of space to details of programs, also; but few magazines attempt to do more than outline the nature of a convention program.

Space is expensive. Advertising rates in *Business Education World* are roughly a dollar a line—\$50 a column. A four-line inclusion of a convention name, date, and location is a gift of \$4 to the organization. BEW does not consider such service "a gift" nor appraise it as "unpaid advertising"; we know our readers like information on conference dates. We mention the rates, however, to indicate the value of the space to the publicity chairman; he can compute how much he has "earned" for his organization.

Every editor condenses the news releases he accepts. Publicity chairmen should expect that and (just as when presenting a departmental budget) provide twice what he expects to have used. It is better, however, to send a stream of brief announcements as planning reaches various stages, with each summarizing all previous announcements, than to wait and wait and wait for final plans to be reviewed in one giant blast.

Publicity chairmen should remember that a magazine of national circulation will devote little—if any—space to conventions of local interest only. In New York City, BEW has about 350 subscribers; it would be a waste of space belonging to a national audience to carry a report of interest only to New York City subscribers. Accordingly, the publicity chairman of a city or state convention should flood his state and

regional publications but provide magazines of national circulation with only a series of short announcements on the time, place, and headline features.

Contents of News Releases

In the last analysis, the amount of space the publicity man earns depends on what he says—second only to time.

Nine out of ten conventions are alike. Nine make no news. It's the tenth one, whether it is local or national, that gets the space. It's the story of a new kind of program that is universally appealing. It's the experiment, the deviation, the non-typical, that earns space.

It's not news when a prominent educator or politician addresses a teachers' convention; it would be news if Van Johnson did. It's not news when a dance is planned for the meeting; it would be news if Guy Lombardo's orchestra were providing the music. It's not news that three businessmen and three educators are going to have a panel on "what business expects of the school and what the school expects of the businessman"—not any more; that panel has been going on annually

since 1898 at least. Using the word *flash* ten times and getting the biggest businessmen in the country could not make *that* panel noteworthy.

So, it is the unique slant that wins space.

There are, however, certain essentials that every release ought to include. With every release, even if releases flow in rapid sequence, attach a duplicated sheet on which are given the name of the organization; the names and school identification of officers, committee chairmen, and board members; and the time and place of the convention. If any of these details are not known, say so, to keep the editor watching his mail. Be sure to date each release.

Any release is trebled in value if a photograph is provided with it. BEW likes to run a picture with a terse "story" under it—and "bites" oftener on such releases. Pictures are, of course, best when they are informal.

Personals, Too

This closing thought: Business educators climbing the ladder of success are news, too. . . .

Your Professional Reading

Reviewed by E. C. MCGILL
Kansas State Teachers College
Emporia, Kansas

■ **Your Methods Training**—The fulfillment of the wishes of many business educators for a text for the comprehensive methods course taught in business teacher-education programs should be found in *Methods of Teaching Business Subjects* (Gregg, \$3), a most practical publication.

How many times have you wished for a single volume that could be depended on to provide an understandable presentation of the basic principles and methods of teaching all the business subjects? This new book by Doctors Tonne, Popham, and Freeman really seems to be the answer to such urgent prayers.

• The first three chapters effectively lay a foundation for constructive thinking about general, tested-and-proved methods of teaching that are applicable to *all* business subjects. (Reading the chapters "Effective Procedures in Teaching Business Subjects" and "Basic Skill-

Building Procedures" will convince any experienced business teacher that such a comprehensive, yet concise, presentation could be born only of real experience in the classroom.)

The chapters on typewriting, shorthand, transcription, arithmetic, office practice, bookkeeping, basic business subjects, and distributive education present a detailed survey of teaching techniques that have been employed by the multitude of business teachers who have tried and developed such procedures for improvement of their own instructional efforts.

The authors are to be congratulated on their condensing of so many effective techniques, for *each* subject matter area, into a presentation that may be read at one sitting. The noticeable absence of abstract theory—and, in its stead, real, practical procedures—deserves our commendation. This reviewer doubts that a more readable and understandable presentation of the basic methods and techniques of teaching the business subjects has ever been made available.

• A review of this publication would not be complete without directing special attention to the last chapter, which summarizes the most vital problems with which the beginning business teacher is always confronted. Twelve common weaknesses of classroom teaching are analyzed and constructive suggestions are offered.

Each chapter contains not only the usual questions and bibliography but also a valuable suggested list of activities for teacher trainees.

This book, another *must* for your professional bookshelf, is a logical text or reference book for the undergraduate business-education methods course. Experienced and beginning teachers alike will have only to read this book to acclaim its real contribution to business education.

■ Human Relations in Supervision

—Really, how important is the factor of human relations in the supervision of other employees? What are the real qualities of leadership? What is the importance of morale in developing a sound employer-employee relation?

As a service to industry, these, and many other factors, are professionally considered in a handbook, *The Supervisor's Management Guide* (American Management Association, \$3.50). This manual is third in a series analyzing improved management practices.

• The guide presents case histories and discussions of successful supervisory programs and techniques developed by companies in all types of industries. It is the product of the efforts of seventeen operating executives and specialists, who propose to assist supervisors, foremen, and other operating executives in industry to apply new developments in management methods for improving



JOSEF ABEL, thirty-four-year-old Frankfurt, Germany, fashion designer, is famous all over Western Europe for his hobby: making artyped portraits of well-known people. He is shown here at work on a portrait of British movie star, James Mason. He uses mainly the capital M in his designs. Mr. Abel reports that he can do a portrait in about a day.—Wide-World Photo

human relations in modern business.

The handbook covers the basic principles of sound human relations, supervisory attitudes and practices and their effects on worker morale and productivity, the executive responsibility for developing morale, the manner of dealing with emotional problems on the job, the art of speaking effectively to employees, tests for determining competent supervisors and executives, and related subjects.

• Supervisors should be especially interested in the self-analysis quiz and the industrial relations check list provided for self-evaluation.

■ What Financial Statements Mean

—The real meaning of financial statements is usually lost to the layman, who finds himself entangled in a maze of statistics when he attempts to analyze the real story. This fact is recognized in a book by R. G. Rankin, *What's Behind a Financial Statement?* (Doubleday & Company, Incorporated, \$2).

The author, an experienced public accountant who has had considerable credit experience in reviewing bank credits, attempts to make such statements as the balance sheet and the profit and loss statement give up their real meanings to Mr. Average Man. The book is designed to serve the nontechnical reader who really finds himself in need of a

broad outline of the fundamentals of accounting.

■ **Public Relations** — Los Angeles schools and Alexander J. Stoddard go on record, in *Point of View* (Los Angeles City School Districts, Bulletin Number 470), to declare their objectives. The publication states concisely their point of view, creed, basic policies, needs for effective living, purposes of the schools, and how they are achieved.

School officials interested in producing a public-relations manual would do well to examine this well-organized publication. It's an impressive story.

■ **Slide Films Guide**—A new slide film catalogue, *The Training Film Manual* (Commercial Films Incorporated, Cleveland, \$1), which lists and annotates 327 business and industrial films and many types of projection equipment, has recently been released. The purchase price is credited against the first film or equipment order.

Titles are grouped according to subject and include sales training, customer relations, supervisory and executive training, industrial relations, and so on. An introductory section outlines meeting preparations, showmanship, and advantage of visual training. It's the newest tool, and a valuable one, for visual-aids directors and enthusiasts.



DISTRIBUTIVE EDUCATION

Horizon Stretcher *This article ought to be read by everyone who still thinks of salesmanship as a \$20-a-week counter job instead of a \$15,000-a-year professional career. This article ought to be read by students, too, for it gives them a new insight into selling, a picture of modern—*

Salesmen—Economic Spark Plugs

HARRY BOWSER
National Chairman of the
National Sales Executives, Inc.
"Selling As a Career" Contest

The average American salesman keeps thirty-three men and women at work—it takes that many persons to produce the products that he sells. With four in an average family, each salesman is responsible not only for his own livelihood but also for the livelihood of 130 people. The salesman is the top job maker in a community.

All business teachers and school executives have an interest in seeing that there are enough competent salesmen to create those orders on which all our jobs depend. Unless products are sold, unless the food the farmer raises is sold, the inevitable results are unemployment, layoffs, and lower wages.

The salesman may well be called the spark plug of our economy. He makes our free enterprise system tick. He persuades us to exchange our dollars for the things that make life better and more enjoyable. By keeping the cash registers of the country ringing, he also keeps our factories humming.

Our Standard of Living

Selling and its strong ally, advertising, have been largely responsible for raising our national standard of living. They tell us of the new products that enrich our lives, show us why it is to our advantage to own them, and then induce us to buy. As a result of this process, the luxuries of yesterday have become the necessities of today. The automobile, the radio, the washing machine, and the refrigerator have become a part of the standard equipment of the average American family. They have given us more leisure time, greater comfort, broader horizons.

All the while, more and better jobs have resulted. Moreover, as we and our neighbors have been persuaded to buy—in other words, as

markets have increased—selling and advertising have made possible reductions in the prices of yesterday's luxuries, to bring them within the reach of people of modest means.

In our economy, every day is election day—in the stores throughout our country. All sellers compete for votes at the market place. Customers, exercising their sacred right of freedom of choice, decide what products shall be sold and whether they are worth the price asked for them. Customers control products. Unless enough customers can be convinced that a particular product is worth the price charged, either the product must be improved or the price reduced, or the seller goes out of business.

This is the American competitive system. Only products of the highest quality, sold at the most reasonable prices, presented persuasively, can stand the competition. It is this competition that has reduced the number of automobile manufacturers from two thousand to twenty, the number of radio manufacturers from three hundred to less than fifty. Although some individuals who risked their money have lost out because of this competition, the vast majority of people have benefited.

Benefited? It is this selling system that has made the orange a staple food item on most American tables instead of an expensive Christmas-stocking gift. It is this selling system that gives us today a better radio for \$25 than we could buy a few

years ago for \$100, and that has reduced the price of facial tissues from 65 cents to 12 cents a box.

Because we, the people, the customers, the economic voters, are boss, all sellers must strive for our favor. Thus, selling competition requires sellers to maintain constant research efforts to improve products and reduce prices. It is this competitive selling that has brought to the public courteous service, credit terms, prompt delivery, liberal trade-in allowances, guarantees, repair services, and so on.

Professionalism in Selling

More and more, business is training its salesman in the techniques of effective selling. Selling has become a profession. The salesman is realizing the importance and significance of his work and is understanding the real opportunity for service that is his.

The high-pressure salesman of yesterday, who exaggerated and misrepresented his wares, is as obsolete today as the Model T and the patent-medicine man. In the buyers' market of today—or, as I like to call it, in the *salesman's market* of today—the salesman who is surviving is the specialist who induces you to buy by showing you how you will benefit; who is interested in your requirements; and who tries to help you select the item that best fits your needs, your wants, and your pocketbook. The successful salesman is more interested in keeping your good will than in turning a quick sale.

It is part of his job to show you how you can afford what business has to offer. Because of the efforts of thousands of insurance salesmen in this country, there are today millions of widows and children whose future is secure. These are men who were determined to find an answer when the family breadwinner was sure he couldn't afford insurance or didn't need it. These were men who weren't discouraged when the prospect didn't buy the first time . . . salesmen who went back again and again, who kept reminding and kept persuading until action was forthcoming.

There are plenty of businesses in America today which have been saved from going under because some salesman persisted until the businessman bought new equipment or machinery that would cut the

Spreading the Good Word

The national organization of sales executives, National Sales Executives, Inc., is sponsoring a contest—rich with honors and prizes—for best essays on "Selling as a Career." For full details and entrance applications, drop a postal card to Harry Bowser, Contest Chairman, National Sales Executives, Inc., Shelton Hotel, 48th Street and Lexington Avenue, New York 17, New York.

cost of his production. There are other businesses that would have gone under if some salesman had not convinced the owner to use advertising to get more customers.

Ours is a selling way of life. Although many of us don't know it, we are really all salesmen. The baby calls attention to his needs by crying. The young swain sells his proposal of marriage to his best girl. The minister sells religion to the congregation. The politician sells himself and his ideas to the voters. We have to sell ourselves in order to get a job, and we must keep on selling ourselves if we want to advance in it.

The Need for More Salesmen

If America is to fill its needs and wants and continue to develop markets year after year, we must add to our national sales force hundreds of thousands of the best and most personable young men and women who graduate from high schools and colleges every year.

To ambitious and resourceful youth, selling offers an unparalleled opportunity. There is never a surplus of good salesmen, no matter what the economic situation. Anyone who can induce people to better their standard of living, to try something new and thus overcome resistance to buying, is always in demand.

There are twelve thousand members in National Sales Executives, Inc.—sales managers and executives who started out as salesmen. The average member earns \$15,000 a year. These men are an accurate reflection of the field in general, although they are its leaders. I doubt whether there is any other profession where the income averages as high.

The salesman who really does a good job gets tremendous satisfaction from his work. If he knows his task, he spends his time helping people to get more pleasure and enjoyment out of life. Even more important, he is creating and maintaining jobs, guaranteeing our free way of life.

Being in demand, he does not have to worry about security. His work emphasizes opportunity, and he finds ways to develop more business and often new business. He is a leader of men. Today, 38 per cent of all heads of corporations are men who came up through sales; only 6 per cent were production men; 4 per cent financial; and so on.

Napoleon said there is a marshal's

baton in the knapsack of every private soldier. A friend of mine says there is an executive's job in the brief case of every salesman. A salesman has opportunity unlimited and a challenge of the greatest magnitude.

America needs more and better salesmen. The challenge of selling as a profession is increasingly attracting our youth. In collaboration with schools, colleges, universities, business schools, and YMCA's, sales-executive clubs in ninety cities, which comprise the national organization of National Sales Executives, Inc., are sponsoring educational programs to attract youth and to train them in selling.

In New York alone, for the fourth

successive year, experienced sales executives have given their time and talent to help with the training of more than one thousand young men, most of them veterans. More than 95 per cent of them now have jobs that pay \$300 a month or more. The great majority are selling, will stay with selling, will make it their professional career.

Business teachers should know these things about the career of selling and should tell these things to their students. Students and teachers must realize that selling has stepped out of the ribbon-counter classification into a richly paying and richly serving profession. Salesmen are the economic spark plugs of America, and we need more of them.

What Is "D.E."?

This article is a portion of Supervisor Frakes's annual report to his superintendent. It is a remarkably clear picture of the way a distributive-education program operates. Because other D.E. co-ordinators are familiar with this kind of picture, this article is not for them alone; it is for all business teachers who want to know "What is distributive education, anyhow?"

Distributive Education in the Cleveland Public Schools

JOHN C. FRAKES

Supervisor of Distributive Education
Cleveland, Ohio

Distributive Education concerns itself with the training of people for the distributive occupations. These occupations are those that deal with either the retail or the wholesale distribution of goods and services from the producer to the ultimate consumer.

In 1936 Congress passed the George-Deen Act, which was to go into effect in July, 1937. This was an enabling act that, for the first time, provided funds for training people in the distributive occupations. Many people had felt that the cost of distribution was too high. In a survey made by the Twentieth Century Fund several years ago, it was found that the average cost of distribution was sixty-nine cents out of every dollar.

Better-trained salespeople reduce this cost and such reduction results in savings to the consumer. In addition to reducing the cost of distribution, better-trained salespeople provide more satisfactory service to customers. This, in turn, results in better business for the stores.

Before the passage of the George-Deen Act (which was expanded in 1946 and is now known as the

George-Barden Act), education and brain power had been concerned with the problems of production and had neglected the function of distribution. In the last few years a beginning has been made and some progress has resulted, but many gains were lost during the war because of the necessary emphasis on war production. We still have a long way to go before the problem of distribution is solved.

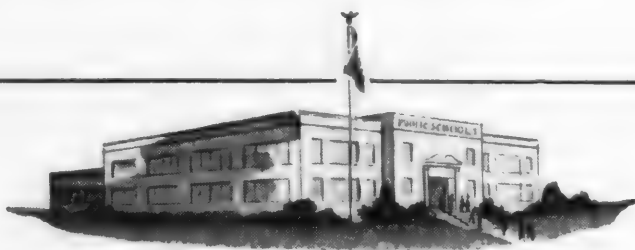
Co-operative High School Classes

The vocational program in the Cleveland Public Schools is operated on a policy of reciprocity. When the Retail Merchants Board asked the Board of Education to set up classes under the George-Deen Act, the Board was glad to co-operate. The present co-operative plan has been in existence since 1941, with classes held in the business section of the city. This arrangement allows pupils from all senior high schools to participate without losing identity with their home schools. They take part in the senior class activities and graduation exercises of their home schools.

This semester [Fall term, 1948]

(Continued on page 184)

Take A Minute to
ANSWER THESE 4 QUESTIONS
about Your School...



- 1.** Are your typewriters getting so old that your school is paying too much for maintenance?
- 2.** Do your students get the full benefit of your instruction, or are they discouraged and held back by obsolete typewriters that do not give them a fair chance?
- 3.** If your students are handicapped by obsolete typewriters, does it reflect on your ability as a teacher or on the reputation of your school?
- 4.** Are you aware that Underwood recently has made important improvements in typewriter construction and performance . . . now available in the Underwood Rhythm Touch De Luxe Model?
(P.S. They're listed on the other page.)

and take one more minute to fill in

UNDERWOOD *Rhythm Touch* DE LUXE

made by the Typewriter Leader of the World

WILL GIVE
YOUR
STUDENTS
THESE
NEW
TYPING
ADVANTAGES:



↓
RIMLESS FINGER-FORM KEYS . . . scientifically designed to center your finger tips and make typing a delightful, new experience.

RHYTHM TOUCH . . . a new typing concept, exclusively Underwood's, that helps fingers move naturally into a comfortable, relaxing typing rhythm.

FULL TEN-INCH WRITING LINE, on standard carriage width (one inch more than before.)

MACHINE ENCLOSED . . . for quieter operation and protection against dust and dirt.

SELF LOCKING DEPENDABLE FRONT-CONTROLLED MARGIN STOPS . . . can be set instantly, positively and accurately at any desired position—no guesswork.

MODERN FUNCTIONAL DESIGN . . . new Underwood Gray non-glare finish eliminates eye strain.

DROP LINE SPACE LEVER . . . shorter hand travel for a fast and positive carriage return.

DEEPER PAPER TABLE and Larger Lateral Paper Guide . . . for faster, more accurate insertion of paper.

IMPROVED VARIABLE LINE SPACER and Cylinder Knobs permit easy, accurate aligning . . . vertically and horizontally.

REMOVABLE PLATEN . . . gives added versatility to machine. (*Soft* platen for normal typing requirements and quiet operation. *Hard* platen for manifolding and heavy duty work.)

Underwood Corporation

Typewriters . . . Adding Machines . . . Accounting Machines
Carbon Paper . . . Ribbons

One Park Avenue New York 16, N. Y.

Underwood Limited, 135 Victoria Street, Toronto 1, Canada

Sales and Service Everywhere

© 1949

Underwood Corporation

One Park Avenue, New York 16, N. Y.

☐ Without any obligation on our part, please have your representative call and make an analysis of our typewriter equipment.

☐ Please send me Dictation Facts #8. Personal Typing in the Modern Home.

☐ Please send me a sample kit of Underwood Teaching Aids.

My Name _____

School _____

Address _____

City _____ Zone _____ State _____

BEW-12-49

... and mail the coupon:

eighty-five pupils are enrolled in classes, which are held on the sixth floor of the Board of Education building. A breakdown of the enrollment shows that the students come from eleven schools and that the enrollment is predominantly girls, as there are seventy-four girls and only eleven boys.

These pupils are under the supervision of four teachers, who teach four classes each in the forenoon and co-ordinate or supervise the work of the pupils in the stores in the afternoon. Vocational subjects, such as merchandise information, retail salesmanship, fashion art and window display, interior decoration, store operation, and speech for business, are taught. Specialists from the various stores are invited to give the pupils the benefit of their knowledge and experience. The pupils also participate in field trips to such places as the Printz Biederman and Richman Brothers factories, where they see how some of the clothes they sell are manufactured.

The Future Retailers Club

Because these students have little spare time in their busy lives, most of their group social activities are carried on through their own vocational organization, called the Future Retailers of Ohio. This is a state-wide club made up of co-operative part-time students enrolled in distributive-education classes. The students are also affiliated with the national organization, the Distributive Education Clubs of America. Our local club not only fills the students' need for social contacts but also aims to advance them in vocational knowledge and train them for leadership.

The local chapters in Cleveland sponsor a "prom" every semester for each graduating class. The entire school is invited. The students also have get-acquainted parties, wiener roasts, Christmas festivities, style shows, and "open house" at the school for their parents. This year they are conducting a sales tax savings contest, whose proceeds will be used to entertain employers at an "appreciation" banquet.

All members attend a one-day regional convention in the fall and participate in formulating the state club's policies. Delegates are also elected to attend the state convention at Columbus in January, and those becoming state officers may even be privileged to attend the national convention. Last year a Cleveland boy, as a state officer,

enjoyed the experience of taking an active part in the national convention at St. Louis, Missouri. Such training, it is felt, is invaluable in developing leadership and in promoting vocational interest.

Guidance and Selection

Pupils are selected from the various senior high schools and spend their entire twelfth year in this program. The supervisor goes to each co-operating school each semester and speaks to the junior classes, telling them about the opportunities offered in this course. Credits of applicants are checked by the grade adviser to see that state and home school requirements are met. It is not advisable for pupils to attend night school while enrolled in the program. If credits must be made up, they are made up at summer school.

Final selection of pupils is made by the co-operating stores themselves. After all applications are received and the data on them tabulated, a meeting is arranged so that representatives of the personnel departments of the stores may interview each applicant. At this meeting each store representative rates each pupil. A low rating by a store means that the applicant is rejected as unemployable by that

store. If no store will take a pupil, then of course he cannot be in the program, as enrollment is contingent on acceptance by a store. Any store willing to conform to the state requirements may participate in this program. The state requires that the stores furnish a minimum of fifteen hours of employment a week, and that they do not work the pupils more than forty-eight hours a week, including the time spent in school. Most, but not all, applicants are accepted.

Placement is made by a committee composed of the supervisor and teachers in the department. After placement is made and work has begun, the pupils are extremely loyal to their respective stores.

Classes meet from 8:30 a.m. to 11:30 a.m.; pupils report to their place of employment in the stores at 12:30 and work until 5:30, as well as on Saturday. If they work on Saturday, they are entitled to one afternoon off each week. The policy of the stores is to give the pupils experience in a great many departments so that their training will be more valuable, as the accompanying chart shows.

Evaluation

The co-operative plan has been very successful and vital in filling

THE BLANK DEPARTMENT STORE Experience by Departments												
	A	B	C	D	E	F	G	H	I	J	K	L
Millinery	x					x	x		x		x	x
Men's Furnishings			x	x		x	x	x		x		
Housewares	x	x	x			x	x	x			x	
Women's Gloves	x			x	x				x	x	x	x
Jewelry	x	x	x	x	x	x		x	x	x	x	x
Umbrellas				x	x				x	x	x	
Blouses	x			x	x	x		x				x
Sweaters and Skirts				x	x	x			x		x	x
Budget Dresses				x			x	x				
Books	x	x				x	x			x	x	
Cosmetics	x	x		x	x	x		x	x	x	x	
Ribbons and Trimmings		x		x		x	x					
Notions	x	x	x		x	x	x	x	x	x	x	
Neckwear	x	x	x	x				x				x
Leather Goods	x		x	x		x	x		x		x	
Boys' Furnishings				x		x		x		x	x	
Sporting Goods			x			x					x	
Toys		x		x	x		x	x		x		
China and Glassware	x	x	x		x	x	x	x	x		x	
Handkerchiefs		x	x		x			x	x			x
Hosiery	x			x	x	x		x		x	x	x
Drugs		x	x	x	x				x		x	
Lamps				x		x				x	x	
Silverware	x			x		x			x		x	x
Gift Shop	x	x	x		x	x			x	x		x
Stationery	x	x				x		x			x	x
Soaps			x		x	x	x				x	
Candy			x				x	x			x	
Tobacco			x			x	x	x	x	x		x
Nonselling	x	x	x	x	x	x	x	x	x	x		x

Chart showing variety of selling experiences obtained by twelve students (A—L) in a Cleveland department store.

an important need in Cleveland. It is mutually advantageous to the stores and the schools because the stores need the help, particularly at the time of day when the pupils come in, and the pupils gain valuable experience and earn while they do so. The attitude of the stores is illustrated by the following excerpt from a letter received from the personnel director of a large department store:

These young people, with their fine background of retail training, are easily picked out by managers of departments in which they work, and become "wanted" employees. When they are graduated into full-time work, they are already months ahead of other high school graduates in training and experience.

From the standpoint of the store, we, as employers, can absorb all the co-op students the Cleveland Public Schools can send us. We hope for the eventual establishment of a Retail High School in this city.

The educational director of another large department store has this to say:

The co-operative students are a source of excellent part-time help during the busiest hours of the day. They have considerably more skill in handling customers and become adjusted more quickly to the store. They are a source of promotional material for selling and service jobs. The assistance of the co-ordinator helps them to make the necessary adjustments on the job. The fact that they are located near the store enables them to arrive shortly after the noon hours, thus helping us to serve our customers better during one of the busy periods of the day.

From the standpoint of guidance, this experience can be looked on as exploratory and should help the pupil to determine whether or not he wishes to make selling a career, and perhaps which field of retailing he likes best. If he should later go to college and major in business administration or marketing and merchandising, his experience in selling would certainly prove to be an asset. One of the values of this program is that it keeps in school some pupils who would have to drop out because of financial reasons—at least it takes some of the strain off the parents during the expensive senior year. Also, in some cases it provides the spark of interest in a school activity which had been absent before. It provides another opportunity for the pupil to find himself.

From the standpoint of a consumer, one should not overlook the

lessons learned in merchandise information, both in the course of study and in the experience of selling in the different departments. It is axiomatic that a good salesman must know his merchandise. In their classes the pupils learn a great deal about many kinds of merchandise, including gloves, handbags, shoes, luggage, jewelry, cosmetics, kitchen utensils, silverware, glassware, chinaware, and the basic facts concerning the major textiles. Undoubtedly this experience will result in wiser buying for their own homes.

One of the most valuable by-products of selling experience, of advantage to students throughout their lives, is the development of poise and self-confidence through the constant practice of meeting the public.

Class at John Marshall

The services of distributive education may be extended by organizing classes in senior high schools located in communities where employment is available in distributive occupations. In many secondary business districts there are openings in grocery stores, bakeries, dry-cleaning establishments, millinery shops, hardware stores, gasoline stations, drugstores, variety stores, and even branches of department stores. Employment may be in wholesale, retail, or service businesses; but it must be in a position where there is contact with customers or in one leading directly to such a position.

With this in mind, a class of twenty-four was organized at John Marshall High School last September. Two pupils there take two vocational subjects—merchandise information and retail salesmanship—along with other subjects in their regular course. They are under the supervision of a teacher who instructs in the vocational subjects and co-ordinates their work in the neighborhood stores in the afternoon. These pupils "earn while they learn," too; and undoubtedly some stay in school who would otherwise drop out. Also the secondary business district benefits by their employment. The plan is working successfully and will be tried in other schools.

The Retail Training Institute

The distributive-education program provides not only co-operative high school training but also includes training for the upgrading and adjustment of workers already



FREE

FOR THE USE OF YOUR STUDENTS!

• Informative • Helpful

More than a year of research and effort went into this compilation on costume jewelry. It is the only work of its kind—a 24 page color booklet with illustrations, written by Jack Ruderman, noted costume jewelry authority. The booklet is packed with suggestions and ideas to increase sales and establish better selling methods . . . also describes the making of costume jewelry, types of stones, and so on.

There is no advertising of any sort in this booklet. It was prepared so that jewelry sales personnel would know more about what they are selling. It is offered to your students without cost or obligation of any kind. Just request a supply of copies on your school letterhead and address attention of: Educational Dept.—

KAUFMAN-RUDERMAN CO., Inc.
411 Fifth Ave., New York 16, N. Y.

on the job. In retailing there is constant change and adjustment; the physical plant may be enlarged or remodeled; displays are changed regularly; fashions change with the seasons, and inventories change with them; new products are added and old ones discontinued.

To meet the changing conditions in the stores, constant training of all employees is required. To meet this obvious need for training, the Retail Merchants Board and the Cleveland Board of Education co-operatively organized what is known as the Retail Training Institute. These adult classes are held in the evening at the Board of Education building. The Institute is in its tenth year and has provided instruction for about six thousand workers. Courses are set up at the request of the stores to meet their specific needs. Some are given each semester.

New employees especially benefit from such courses as Personality Development, Psychology of Salesmanship, and Textiles. The junior executive group are interested in such courses as Buyer's Arithmetic and Merchandising and Buying Procedures.

The courses are eight weeks in length, with two hours of instruction each session—sixteen hours in

all. The classes are organized and supervised by the supervisor of distributive education. The teachers are recruited mostly from the stores, and all are specialists in their respective fields. They are employed by the Division of Adult Education. In all these classes attendance is good and certificates are given at the end of the course to those who have completed the work satisfactorily.

At the present time [December, 1948] the enrollment by classes is as follows:

Color, Line and Design.....	31
Fundamentals of English.....	20
Interior Decoration.....	46
Merchandising and Buying...	70
Personality Development.....	61
Practical Public Speaking....	20
Psychology of Salesmanship..	45
Room Planning.....	21
Textiles	38

352

Other Adult Classes

During the war adult classes, other than those in the Retail Institute, were discontinued; but, now

that times are changing, and trade associations can see that salesmanship in their specific fields will be required again, requests are coming in for the organization of classes. Last spring classes were organized in Paint Power and How to Sell It, Balanced Selling for the Candy Wholesaler, and Sales Development in the Nursery Field. A class will start soon in Better Handling of Fresh Fruits and Vegetables. As other requests are received, classes will be organized.

Looking Forward

National expansion of distributive education followed the George-Barden Act of 1946. Ohio now ranks fourth among the states in the amount of state funds reimbursed to local boards of education. The high school Co-operative Program in Cleveland is unique in that it has a "downtown center." While the group is not large, due to lack of space and the competition of other academic and vocational courses, it seems to have a firm foundation be-

cause it meets a vital need. The Retail Institute has been outstanding in that it was the only adult program in distributive education in the state that was able to continue during the war.

While the distributive education program in Cleveland is the largest in the state, what has been done is only a beginning in contrast to the possibilities. If we are to go forward, a great many problems will have to be solved. Some of the problems of the department at this time are as follows:

1. Organization of programs in more senior high schools, to serve the secondary business districts.
2. Resumption and extension of executive training in the stores.
3. Extension of adult training to groups that have not yet benefited by it, but who because of the lack of training need it most of all.
4. Organization of a pre-Christmas training program for next year, to be given to high school pupils and adults who are planning to work in department stores during the preholiday season.

GENERAL BUSINESS EDUCATION

Business Law Device: Quizzes and Tests

I. DAVID SATLOW

Thomas Jefferson High School
Brooklyn, New York

"You know, I'd like to give my law students a good, stiff test!"

How often have you heard that expression in the teachers' lounge? And its immediate follow-up: "Do you have a good test on contracts that I could use?"

Somehow, the report has grown that the business-law course is so difficult that students must be driven to their studies by the whiplash of constant testing. This is a misconception—a double one, in fact. The law course is not "so difficult," and measurement devices should not be used as a cat-o'-nine-tails.

To be effective, tests must be part of a well-conceived, farsighted program of evaluation. Evaluation of pupil progress is just as important in the study of business law as it is in other subjects. Through proper evaluation, the teacher does more than measure pupil growth; he screens misunderstandings, verifies

the results of his own instruction, establishes orderly thought processes, determines the need for reteaching, and emphasizes the relative importance of various parts of the law study.

Informal Evaluation

But, though pupil appraisal is essential to successful teaching and learning, the teacher must remember that it is not necessary to give written examinations in order for the teacher to be aware of the status of pupil development.

The opportunity for evaluation is constantly present in the classroom of the wide-awake law teacher. Business-law class activities abound with measurement opportunities. There are discussions of homework, analyses of problems on the blackboard, debates on a personal problem introduced by a student, oral answers to textbook questions, judgment of the merits of a case dispute, and so on. Each of these activities tells the teacher whether or not

students prepare their lessons, understand the factors involved in the lesson, improve in ability to analyze problems, grow in their ability to apply the principles of law.

Because of these informal measurement opportunities, the teacher must be judicious in his use of formal tests. Each formal test must serve a specific purpose that could not be fulfilled by proper observation in the informal opportunities.

The Daily Quiz

The short daily quiz can be an instrument for good or for bad teaching. The purpose of the quiz is *not* to keep pupils busy each day, *not* to make sure that they do their homework, *not* to make available a daily grade. Rather, the purpose of the daily quiz is to *achieve something special*. The teacher who cannot instantly describe to a supervisor or to the class the "something special" that is the goal of the quiz cannot justify his giving it to the class.

One can justify the use of a daily quiz during the early part of the course, for example, if the daily quiz is organized to teach students a law-learning skill.

Take the matter of solving cases, for example. Case solutions are an important part of business-law teaching and learning. By giving students a daily quiz that consists of one case problem pertinent to the current topic, the teacher can, in the early part of the course, teach timesaving and mind-training techniques for analyzing the problem, for stating the legal principle that applies to a case, for showing the relationship of the principle to the facts of a case, and for coming to a solution of a case. The techniques learned by a series of such daily quizzes will help the students throughout the course.

Should the quiz be given according to a routine at the beginning or end of the class period? Should the solutions to the quiz be graded and marks be recorded? How much time should the quiz take? These are questions which may be answered pro and con; but in each instance, the pros and cons must be resolved in view of the teacher's reason for giving the quiz.

One thing, however, is certain: The daily quiz should not be a daily routine for the entire term. At most, a series of quizzes of one type should not run for more than a few consecutive days.

The Unit Quiz

The unit quiz is a fairly reliable integrating force, for it flows from the following line of reasoning: The pupils have studied a unit for several days, or even for some weeks. At times the class was completely submerged in the details of some one factor. Now it is time to get perspective on the whole unit—to see that students understand the relationship of factors, one to another. So, let us give a test that will encourage students to review the information as a whole and that will measure their understanding and ability to apply the information.

If the unit test is based on a large field (such as the vast topic of contracts), the test will be long enough to require a full period for its administration. If the quiz is on just one part of a major topic (such as agreement or competency, for example), a shorter test will do.

For unit quizzes, it is best to have a long, objective test, for it will have more coverage and will be more specific than will an essay or case-study test. Moreover, an objective test is quick to score—and this is important not alone for its timesaving value but because it makes possible also a quick summarization of ques-



Dr. I. David Satlow

tions (and therefore concepts) widely misunderstood.

Measurement authorities today agree that variety is important in the format of any test. Variety helps students. Variety relieves boredom and gives students who respond poorly to one type of question an opportunity to show their achievement by answering other types of questions. Your tests, therefore, should not consist of all true-false, all multiple-choice, all completion, or all matching questions. A test should include a variety of test-question forms.

Here is a scheme that has been successful in schools where several teachers have classes in business law: Each teacher prepares a unit test, using his favorite question form. All tests on each unit topic are pooled. A committee screens the tests to select the questions that seem best to measure the important points, regardless of question form. The resulting composite test is not only more valid but also more varied.

Teachers should not hesitate to use as unit tests the printed objective tests prepared by the publishers of the various business-law texts. The tests should be purchased, of course; they cannot be copied (as law teachers, particularly, should

know!). Such tests are usually based on law principles in general, rather than on the law specifically applicable to the state in which the pupil resides; nevertheless, the printed tests have much to offer and may wisely be included in the testing program.

The Uniform Examination

The uniform departmental examination is popular everywhere. You may recognize it more quickly under the titles *mid-term examination* and *final examination*—the identical examination that is administered simultaneously to all pupils studying the subject in the school.

The examination, of course, is a terminal measurement, an achievement test. Preparation for it provides great motivation for thorough review, but the actual giving of the examination is a measuring, not a teaching, activity.

The main point to be borne in mind in connection with a uniform examination is that its scope must be representative of the material that students have actually studied. If the teacher has not completed the full course of study, it is hardly fair for his students to be tested on material not covered. No, that statement is not too obvious; teachers do test on untaught information in far too many examinations.

Unexplored Areas

There is a great deal yet to be learned in the testing of business law. Most tests measure students' ability to echo their understanding and to prove their memorization of specific points of legal information. Yet business law is largely justified as a secondary-school subject for its nonobjective values—its citizenship training, its improvement of personal relations, its help in training the mind to function logically, and so on.

These other objectives are largely untested. We need tests that will measure growth in the direction of these objectives.

Summary

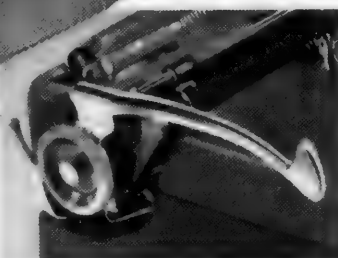
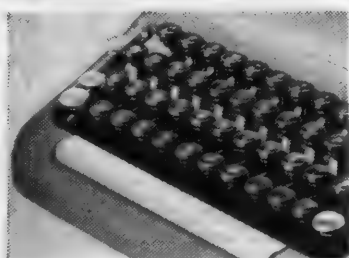
There is no justification for using tests as whips; there is little justification for using tests for the daily guidance of the instructor. Tests can be and should be used frequently in business law but only when the instructor has a clear and essential purpose in mind.

Let's take the sting out of measurement and replace it with the purposefulness of evaluation.



That's just it. . . . He bought for more and sold for less!

WORLD'S FASTEST PORTABLE!



NEW! Colorspeed KEYBOARD. Full size, Standard Office Keyboard. Molded key tops fit fingers. Colors are restful to eyes. It brings a new typing "touch" . . . faster, easier!

NEW! QUICKSET MARGIN CONTROL. Instant margin settings by touch of your finger. Located above full length paper scale. Simple to operate . . . visible, accessible.

NEW! SYNCHRONIZED CARRIAGE RETURN LINE SPACER gives single, double, triple spacing with perfect line registration. Ask dealer to demonstrate this unique feature.

NEW! ACOUSTICAL VENTS. Fully enclosed design has louvers in rear to vent sound waves from within mechanism. It silences operating noises as never before.

AT LAST, a portable with the TOUCH and ACTION of an office typewriter!

Two great features. Dual Universal Action and the new Super-Speed Escape-ment are mainly responsible for the amazing speed and smooth action of the new Smith-Corona. The machine has a lighter, "snappier" touch and speed unknown on a portable before. No wonder it has been hailed as the "fastest, smoothest writing portable in the world."

A REVOLUTIONARY PORTABLE DESIGN

It's not just a new or "improved" model, but has been completely redesigned inside and out and introduces many "first time" typing aids. 3 new models: Silent (illustrated) \$89.50, Sterling \$84.50, Clipper \$79.50 . . . in all states having "fair trade" laws. Prices are exclusive of taxes and are subject to revision. Ask dealer about terms.

The all-new 1950
Smith-Corona

L C SMITH & CORONA TYPEWRITERS INC SYRACUSE 1 N Y ©1949



CARRYING CASE WITH EACH MACHINE

Dear Sirs:

Until yesterday I was exceptionally well pleased with my Magic Pressure Cooker, which was given me as a gift on May 12, 1949.

Now it won't work. How you can expect to remain in business, making and selling pressure cookers is beyond me! You can't fool all your customers.

The gift package contained an instruction booklet, which I have very carefully followed. Yesterday, when I was preparing the evening meal, I detected a strange odor. When I located the source, I found that the rubber gasket had melted and run down into the food. I had over a two-pound beef roast ruined plus potatoes, carrots, and onions. The roast cost me \$1.59. Of course, I had to cook another supper, and I had no meat.

As you should know, good meals are hard to cook and doubly so without a Magic Cooker. I know that you want to keep the high standards of your firm and will remedy the situation.

I want a prompt answer. I want a new Magic Pressure Cooker that will work or my money back so that I can buy a Wear-Well Pressure Cooker.

Very truly yours,

Mrs. Allan Smith

Dear Mrs. Smith:

A check for \$2 is enclosed to help pay for the loss of your roast and vegetables. We are also sending you a new rubber gasket for your MAGIC PRESSURE COOKER, and it should arrive shortly after this letter. Simple instructions for installing the gasket are included.

We feel sure that your pressure cooker probably had one of the synthetic rubber gaskets that had to be used during the war and for a short period afterward before natural rubber could again be obtained. Our present gaskets are made of excellent quality rubber and have been thoroughly tested in our laboratories.

We are pleased to have this opportunity of serving you and of knowing that you enjoy the advantages that MAGIC PRESSURE COOKER provides.

A 64-page booklet prepared by MAGIC's Home Economics Director, Mary L. Jones, is being sent to you. It is well illustrated and contains recipes for many tempting dishes that can be made in the MAGIC PRESSURE COOKER.

Very sincerely yours,

Lee M. Goodman
Claims Adjuster

Applied Psychology *One of the problems faced by teachers of business correspondence is that of getting students to understand how to apply psychology in the various types of letters written by business firms. The following material is a project. It has been effectively used in the classroom. It presents a concrete situation for class discussion, an introduction to applied psychology, and a letter problem in which the principles can be applied:*

A Project in Adjustment Letters

LELAND BROWN
Tulane University
New Orleans, Louisiana

Put yourself in the following situation. Recently you have been placed in charge of the Claims and Adjustment Department of the Magic Pressure Cooker Company. The company has been losing customers because of the lack of good will in its adjustment letters and because of the adjustments themselves. Thus you realize that your success on the new job will be determined largely by the increase in customer satisfaction and good will that you can build. Welcoming the challenge your new assignment presents, you plan to apply psychology in making your adjustments and in keeping your customers.

You have just come to the office. On the desk is a stack of claim letters that arrived in the early morning mail. When you thumb through the pile, you pull out one and wonder whether it is typical of the letters received. (See the problem letter in the illustration.)

Knowing that the best adjustment is the one that gives maximum

satisfaction to the customer at minimum cost to the company and remembering that letters must be tactfully written, you are ready to begin work. What to do first?

Analyze and Classify

The first step is to analyze the claim letter. What is the error? What caused it? Who is to blame? Why? These are questions whose answers will aid you in classifying the claim and in deciding whether to grant the adjustment or to refuse it. Claims are classified on the basis of who is to blame for the error—the company, the customer, a third person, or an undetermined source.

Classification, plus consideration of the adjustment policy of the firm, is used to decide the adjustment to be made. What, then, is the cause of the error? Obviously, it is the gasket. You know that during the war the rubber shortage made necessary the manufacture of gaskets from inferior material. Apparently Mrs. Smith has been using one of the models sold during the war. Because you (the company) are to blame and because you need to satisfy the customer,

your decision is apparent: an adjustment should be made. A re-examination of the letter indicates three possible adjustments: sending a new cooker, replacing the rubber gasket, and/or sending money for the damaged food.

The one thing you would not do is send a check for the price of the cooker. Would a new cooker be at a minimum cost to the firm? No, there is a lot of difference between the cost of a cooker and its rubber gasket.

Will the replacement of the gasket satisfy the customer? Yes, perhaps, if you will tell her how she can install it and if you can assure her that it will not melt.

How can her good will be regained? She seemed upset at the loss of her food, especially the roast. Then, let's not only send her a gasket but also a check covering the price of her lost food. The good will obtained will more than make up for its cost to the company.

After the claim is classified and the adjustment decided upon, you are ready for the next step:

Consider the Basic Elements

Elements of the adjustment letter must be considered in relation to the claim and the reader. You must, for instance, get on common ground with the claimant. This may be done by expressing a sympathetic attitude toward him and his difficulty, offering your co-operation, agreeing with him, or offering your services in some way.

A statement of action taken is obviously necessary, as is also an explanation of the cause of the error.

The adjustment can best be stated in terms of what it means to the reader, and the explanation may include the reason for making the adjustment. Furthermore, the explanation should be clearly and tactfully worded so that the reader is led to a complete understanding without being "preached at" or "talked down to." Tone plays its important psychological role here.

In cases in which the adjustment made is not the one the customer demands, an inducement for the reader to accept the adjustment should be used; and the reader needs to be reassured that the error will not occur again. This will build for future satisfaction. He may also need to be resold on the product itself or on the services of the firm. In the case of Mrs. Smith's claim letter, she needs to be resold on the product. This will help restore her confidence in you. The resale element, because it is good-will building, can be worked in as an effective close to the letter.

Another way to indicate good will at the end is to show continued interest in serving the claimant; but never, in the conclusion, return to the adjustment itself, for it will recall the unpleasantness that made the adjustment necessary and will leave a bad last impression.

In general, then, an adjustment letter granting the claim will contain these elements: getting on common ground with the reader, a statement of the adjustment, explanation of the cause of the error, reason for the adjustment, an inducement, reassurance, resale, and good will. Which of these are applicable in answering Mrs. Smith concerning her pressure cooker? And how will they be arranged?

Psychological Arrangement

A good arrangement of the elements of the adjustment letter will do much toward giving maximum satisfaction to the customer at minimum cost to the company.

In the case of Mrs. Smith, if you will ask, "What is it she wants to know?" and "What pleasant, positive idea can I emphasize in the beginning?" your answers will be the facts that the adjustment is being made and that she is being sent the rubber gasket and a check for the cost of her food. By letting her have this information first, you get on common ground with her, you present good news, and you obtain her good will immediately—all of which

will put her in a mood to understand and accept your explanation.

Thus, plan to begin with a statement of the adjustment being made or with a simple "Thank you for telling us. . . ." This will be followed by an explanation of the causes of the error and reasons for the adjustment. (Instructions for installing the gasket must also be included with the letter or enclosed with the gasket itself.) Apparently Mrs. Smith is sold on the Magic Cooker; but, with the adjustment you are making, she needs to be resold on the rubber gasket and to be assured that it will work satisfactorily. There is no need for an inducement for her to accept your adjustment, because it is in her favor, and that fact in itself is an inducement. The element of resale you use will serve as an inducement. In ending the letter, you should indicate continued interest in serving Mrs. Smith.

Suppose you were not granting an adjustment to Mrs. Smith. Would your arrangement of the elements be the same as when you make the adjustment? No. If the claimant were being refused, knowledge of the refusal placed first in the letter would only antagonize her further, for she has not been prepared for your decision, nor is she ready to accept it. For that reason, you would use a "buffer" paragraph that would make the desirable contact and get on common ground with the reader. You would follow with an explanation of the cause of the error and the reasons for your refusal. This would let the claimant know *why* and prepare her for the refusal, which would be stated next. After stating the refusal and inducing the customer to accept your decision as a fair and just one (providing a motive or emphasizing something you can do), you might close with resale, sales, or service, if it fits, or with an element of good will, indicating further interest in serving the reader's needs.

In the case of Mrs. Smith, however, you *are* making the adjustment. But there is one more factor to consider before writing the letter—its tone.

Use an Effective Tone

The tone of your adjustment letter reflects the entire attitude you have toward the adjustment problem and the reader.

A courteous tone is a good-will builder and will create harmony between the buyer and the seller.

Write in a straightforward, sincere manner. A grudging tone is sure to result in discord. Do not indicate that you are inclined to doubt the claimant's integrity. Few people will intentionally make a dishonest claim. You should not apologize nor be humble in making the adjustment; neither should you have a superior "I know best" attitude.

Saying things that will please and persuade is good-will building. Here, too, friendliness is essential. The tone of the adjustment letter should reflect the cordial, sincere, and helpful attitude of its writer.

Now, the Answer

If you will turn once more to the illustration and note the answering letter, you will see how carefully the elements of the adjustment letter have been worked together. Notice the gentle, even subtle application of psychology in a carefully arranged pattern. Note, too, the cordial tone. We believe that this letter would satisfy Mrs. Smith. Do you agree?

From the projection of yourself into the role of claims adjuster for the Magic Pressure Cooker Company and from this experience of writing to Mrs. Smith, you can form a number of principles to follow in writing other adjustment problems.

First, there are four steps in solving the adjustment problem:

1. Analyze and classify the claim.
2. Consider the basic elements of the adjustment letter in relation to the reader and his claim.
3. Arrange the elements psychologically.
4. Write in a cordial, sincere, and helpful tone.

Secondly, in making a favorable adjustment, the elements would be arranged as follows:

1. Statement of the adjustment being made.
2. Explanation of the cause of the error and reasons for the adjustment.
3. Application of resale, sales, or service if it fits.
4. Indication of continued interest in serving the customer.

Thirdly, in cases of a refusal, it is necessary to use a "buffer" paragraph to get on common ground with the reader and to let the explanation precede the refusal. An inducement for the customer to accept your decision can also be used effectively.

By applying psychology in your adjustment letters, you will create good will and will retain customers.

UNIT: AFTER-SCHOOL EMPLOYMENT

Leading Questions

GROUP I: UNDERSTANDING SERVICE NATURE OF BUSINESS

What are values of after-school employment? Why would any business want young part-time workers? What special service do they give? Does need of that service determine jobs? Who should be allowed to work after school?

Expressive Activities

Chart of part-time jobs held by members of class. Poster of criteria of eligibility for part-time employment. Graph of salary ranges in different part-time jobs. Panel on "how I got my job." Diagram of how money earned is spent.

GROUP II: RECOGNIZING PLACE OF BUSINESS IN COMMUNITY

What nearby businesses employ after-school workers? Are we fortunate to have them? How can we learn whether they have jobs open? Who controls employment? How does one apply for a part-time job?

Map of community showing location of stores using part-time workers. Report on "what businessmen think of their after-school workers." Display of sources of information about jobs. Dramatization of applying for a job.

GROUP III: UNDERSTANDING OUR INTERDEPENDENCE

How does a store benefit from using part-time workers? How does the worker benefit? How do store customers benefit? If you were going into business, would you want to hire school-age workers?

Series of snapshots or clipped pictures showing the triangle of benefits. Skit on "When the Grocery Boy Was Late." Panel discussion on dependability of high school students. Visitor, "Why I like to hire young workers."

GROUP IV: UNDERSTANDING THE CONSUMER'S POSITION

Who regulates the employment of minors? Why? Who is protected by the regulations? What do parents think of part-time work? Are parents entitled to part of the money earned? What is the effect of minimum wage laws on costs?

Report giving a digest of state employment laws pertinent to minors. Report on Minimum Wage Laws. Interviews with employers on the effect of legislation. Poll of parents' willingness to let children work and to let children keep earnings.

GROUP V: SHARING EXPLORATIONS IN VOCATIONS

Is part-time work educational? To what careers can part-time work contribute directly? How can part-time work help you plan other careers? Should career opportunity be a factor in taking part-time job?

Chart showing careers related to part-time jobs of students. Graph showing how savings can mount by regular deposits. Contest to name part-time jobs related to careers. Report on early jobs of successful graduates.

GROUP VI: IMPROVING OUR PERSONAL SKILLS

Are spelling, arithmetic, or writing important in part-time jobs? What about penmanship—say, writing names on sales slips? For which jobs are these tools important? Do we have a sufficient command of these tools?

Test on mental arithmetic, "Making change." Spelling bee on names of local stores, of products, of business terms. Contest on speedy printing of names. Demonstration of script printing by an art student. Committee report on "most eligible students for part-time work."

GROUP VII: IMPROVING OUR PERSONAL CHARACTERISTICS

What personal traits do all employers want? Are these different from what customers expect? What traits are especially important for the part-time jobs we've mentioned? How can one build better personal characteristics?

Book report on some text dealing with personality improvement. Poster of pictures that emphasize specific traits. Display of newspaper and magazine clippings about importance of attitude, neatness, etc. Graph based on personality ratings of class as a whole.

Editorial Note: The unit table accompanying this article is a condensation of the form previously used to illustrate the questions, subject matter, activities, goals, and objectives of each Q-SAGO unit. For a presentation of the full form, see the September issue, page 36, or any issue of the last volume of BEW.

In the new form, questions and related expressive activities are grouped under the goal to which they apply. The seven groups are linked to the seven goals shown. A glance at the unit table, therefore, shows exactly how the study of "after-school employment" can be exploited to realize the full potential of the topic.

were alarmed to learn that a substantial number of pupils were engaged in part-time work. The officials issued statements to parents indicating that this diversion of energy and effort was detrimental to schoolwork. On the surface of observation, one would suspect that their statements were accurate. A study of the situation, however, reveals that part-time work does not normally affect the quality of school work and that it is actually of considerable value to the personal growth of the young worker.

Effect on Schoolwork. The school records of 154 high school pupils who were working part time were analyzed. Two questions were investigated: "What was the potential ability of these part-time workers, as measured by standardized tests?" and "What was the actual scholastic achievement of these young workers?" The following are the data:

Classification	Potential	Achievement
Superior...	30 per cent	25 per cent
Average...	38 per cent	39 per cent
Below average.....	25 per cent	30 per cent
Inferior....	7 per cent	6 per cent

The conclusion was clear: Students who were potentially able to do good work in school were actually doing it despite their part-time work activities.

Effect on Personal Growth. The students were asked to tell why or why not they considered their part-time experiences helpful. Typical responses:

It teaches me the value of money.
It teaches me how to get along with people.
It teaches me responsibility.
I can learn a trade.
It trains my mind in business.
It puts money in my pocket.
I get an education about the world.
It is a start on the work I expect to do.
It helps me to be independent.

In a world of work such as ours, there can be no question of the value of purposeful and remunerative

Activities for a Q-SAGO Unit on After-School Work

WILLIAM M. POLISHOOK
Business Education Department
Temple University

Because a great many high school students work after school, freshmen and sophomores are genuinely interested in learning more about part-time work—acquisition, earnings, and opportunities. The subject of after-school work, therefore, makes a good unit of study in elementary business training.

The unit is close to life. Students have much to learn, but they also have much to contribute to a discussion of the questions that a study

of part-time work introduces. The unit will be one of keen interest. It lends itself well to developing the goals and objectives of Q-SAGO units and so may be incorporated readily into classes being conducted by the Q-SAGO Pattern.

Your Mental Reservations

In case you, the teacher, have reservations about the wisdom of encouraging students to study after-school employment, let us review a survey that was recently conducted in a large city.

In this city, the school officials

work experiences for high school youngsters.

Special Implication. The preceding data and comments have an important implication. With so many students engaging in part-time work (25 per cent of the enrollment in one high school!), it is important for the school to take affirmative action to assure fullest benefits for the students who are going to work. Students must be trained to appraise a job, to find and cultivate the values in the job, even to find the job and apply for it.

It is here that a unit on after-school work fits into the program. If introduced in the early high school years via the elementary business training course, the unit will help the school fulfill its function at the same time that the unit guides students.

The Unit Plan

It is important, however, that the unit be conducted so that it assures full, balanced outcomes from the study. The unit is not simply one in

coaching students how to get a job; rather, the unit is one that utilizes the keen interest of the students to achieve many outcomes—the full gamut of Q-SAGO objectives. (See unit table.)

By the study of after-school work, students have the opportunity to learn not just the mechanics of working part time but the service nature of business itself, the importance of business in the community, and so on. It is the responsibility of the teacher to see that these values are fully developed.

OFFICE EDUCATION

“Results, Gratifying”

That's what the author said when he viewed the average of 70 w.a.m. his summer-school class achieved on new-matter dictation after 45 hours of instruction in the new Gregg Simplified. Moreover, the author's careful chronicle indicates that others, with more time to devote to the course, should be able to achieve an even higher average in the beginning term.

Report on Hunter College's First Class in Gregg Simplified

JOHN J. GRESS

Department of Business Education
Hunter College, New York City

Following the announcement of the revision of Gregg Shorthand and the appearance of the new Gregg Simplified texts, the writer of this article made himself thoroughly familiar with the changes presented in the simplification. Such activity included reading and writing through two of the new books: *Gregg Shorthand Manual Simplified*, *Functional Method*, and *Gregg Dictation Simplified*. In addition, the author used the *Gregg Shorthand Manual Simplified* in teaching private students shorthand during the early part of last summer.

As a result of this preliminary experience with Gregg Simplified, it was clear to the author that the old adage, “Be not the first by whom the new is tried, nor yet the last to lay the old aside,” did not apply. The writer was convinced that, in this instance, it was a *must* to be “first.”

■ Getting Ready—When we proposed to introduce Gregg Shorthand Simplified in our 1949 summer-school class at Hunter College, the

idea attracted the interest of the coauthors, Louis A. Leslie and Charles E. Zoubek. Several conferences were held by the writer and Mr. Zoubek, during which it was decided that, in order to test the revision and to obtain data for this report, certain conditions should be observed during the training of this first experimental class of Gregg students in the new simplified system.

Some of those conditions were:

1. The *Gregg Shorthand Manual Simplified* would be the only text used.
2. A record would be kept of the time involved in presenting each principle, by paragraph.
3. The “reading approach” would be used for the first chapter.
4. Writing would begin only after the sixth lesson was presented.
5. A note would be made of all questions asked by the students.
6. No new material would be presented during the first nine chapters (54 lessons).
7. The students would be asked to express their opinions of the simplified system.
8. An occasional checkup would be given to let the group know that they were taking and studying shorthand.
9. The students would be given new dictation material at about 60, 70, and

80 words a minute upon the completion of the first nine chapters.

10. The test material from the May and June, 1949, *Gregg News Letters*—60- and 80-word Shorthand Speed Tests—would be used.

• **The Class Schedule.** The summer session ran for six weeks, from July 12 through August 19. Periods were of 100 minutes' duration, five days a week. Because of the nearly unbearable heat wave that gripped the area for the entire six-week session, students were allowed a break at the halfway mark of each period. Thus the actual class time approximated 90 minutes a day for thirty days.

Thirty-three students registered for the course; three withdrew. It was a typical summer-school class, consisting of Hunter College undergraduates, special students, undergraduates from nine out-of-state colleges and universities, and some high school graduates who were Hunter College freshmen-to-be Class of 1953.

• **The Writer's Time Check.** Since it was desired that a record be kept of the minutes required to present each principle, the writer clocked each presentation with a stop watch and recorded the elapsed time beside each paragraph heading in his textbook.

For example, 29 minutes were needed to present the principles included under the first seven paragraphs of Lesson 1 (pages 1 through 3). The time breakdown for those paragraphs:

Paragraphs 1-2.....	3 minutes
Paragraph 3.....	3 minutes
Paragraph 4.....	4 minutes
Paragraph 5.....	15 minutes
Paragraph 6.....	2 minutes
Paragraph 7.....	2 minutes

The timing included writing the outlines on the blackboard, concerted reading, and individual responses. After each lesson was completed, more time was usually devoted to reviewing its new principles. It is significant to note, however, that the teacher had ample time for reviewing each new presentation, as a moment's study of Table 1 quickly indicates.

■ **The Class Under Way**—Since Lesson 1 provides no connected reading material, the writer composed some for the class to read during the first meeting:

1. Save face—say safe.
2. Me see same knee.
3. Meet fate—feed neat mate.
4. Free steer tore door near rare freight rail.
5. Dear soul wrote stale flame note.

The nonsense content of these sentences may be questioned by teachers; no one, however, could criticize the enthusiasm and the response of the students. The sentences represent only telegraphic responses, but they did help the students to learn shorthand and to strengthen their desire to "come back tomorrow."

• **Beginning Activities.** Student interest and participation were very much in evidence even during this first class period, and no outline went unnoticed. Students, quick to have their uncertainties clarified, asked such questions as: "Why is the o written upright in some instances and on the side in other cases?"

Even though some shorthand authorities frown on encouragement of students' questions, the writer found that answering questions was beneficial because this procedure minimized (and in many cases eliminated) difficulty in the reading and writing of shorthand plates involving the particular principles that were questioned.

Every shorthand outline in the "Reading and Writing Practice" section of each lesson was read during class. If it was impossible to have the students cover this reading material, the writer, as instructor, read through the outlines while the members of the class followed from their textbooks.

• **Pace of Instruction.** Mr. Zoubek observed the class on the day that Lessons 46 and 47 were presented. By previous arrangement, it was agreed that these two lessons would be presented by him. It is interesting to observe in Table 1 that Mr. Zoubek required but 5¾ minutes to cover the principles in Lesson 46 and 8 minutes for reading the plate material, total time, 13¾ minutes. Only 12½ minutes were required to

TABLE 1. Minutes Devoted to Theory Presentation and Plate Reading in the First Fifty-Four Lessons of the Gregg Shorthand Manual Simplified

Lesson	Theory	Reading	Total	Lesson	Theory	Reading	Total
1	29	10	39	28	5¾	7	12¾
2	20	5	25	29	10¼	8	18¼
3	12	10	22	*30	7	5	12
4	10	13	23	31	10	10	20
5	7½	12	19½	32	7¾	10	17¾
6	15	12	27	33	8¾	5	13¾
7	6	11	17	34	7	10	17
8	8½	10	18½	35	7¼	5	12¼
9	12½	10	22½	*36	12	5	17
10	13	13	26	37	10¼	10	20¼
11	13	5	18	38	11½	8	19½
12	4	11	15	39	5¼	5	10¼
13	15	12	27	40	4¼	7	11¼
14	5½	12	17½	41	3¾	5	8¾
15	6½	10	16½	*42	7	10	17
16	12	10	22	43	5¼	10	15¼
17	5½	11	16½	44	5¼	11	16¼
18	9	5	14	45	5¾	5	10¾
19	8	10	18	*46	5¾	8	13¾
20	7¾	10	17¾	*47	5½	7	12½
21	10	5	15	*48	5	10	15
22	6½	5	11½	49	5½	8	13½
23	11½	7	18½	50	5¼	10	15¼
*24	10	10	20	51	4¼	8	12¼
25	6¾	12	18¾	52	4¼	10	14¼
26	9	5	14	53	5	9	14
27	7¼	8	15¼	54	3½	5	8½

*Penmanship and Automatic Review Lessons.

*Lessons presented by Mr. Zoubek.

THIS TABLE MAY BE READ in the following manner: In Lesson 3, 12 minutes were required to present the shorthand principles and 10 minutes were devoted to reading the plate material in the same lesson. Data were compiled by the writer, with use of stop watch, in his experimental class in Gregg Simplified at Hunter College.

present Lesson 47. These figures compare almost identically with the time check of the author's presentation of sixteen of the other lessons.

• **Important Conclusion.** Since the average time required to present the principles contained in the fifty-four lessons that cover the theory in the *Gregg Shorthand Manual Simplified* was slightly less than 10 minutes, it may be concluded that *the shorthand theory in any one lesson can be presented easily and thoroughly in the typical 40-to-50-minute class period; and that at least half that time can be devoted to review, dictation, and short testing exercises.*

Thus, the teacher has a more efficient teaching-time schedule than was possible in teaching from the Anniversary Edition of the *Gregg Shorthand Manual*.

• **Reading Approach.** The reading approach was followed in presenting the six lessons contained in Chapter One. It was quite noticeable from the outset that students read the new outlines—


near mere dear leader

—with gratifying ease. Such was the startling observation of the author, who, like countless other teachers, had long struggled with beginning

shorthand students in mastering the reversing principle.

The students benefited greatly, the writer believes, by not having to write shorthand until after the first six lessons had been covered. Their reading ability improved with the passing of each class period.

■ **Introduction of Writing**—After Lesson 6 had been presented on the fourth meeting of this particular summer-session class, the students began writing for the first time. Briefly, the writing phase was introduced as follows:

1. Introduction of basic characters
2. Introduction of the writing of *can, go, and I*
3. *I can go. I cannot go there,* and so on, from instructor's outlines written on the board
4. Concerted and individual reading from board
5. Discussion of writing technique
6. Illustration of writing technique at the desk with pen and notebook
7. Dictation by different students
8. Students' writing in notebooks
9. Rapid dictation
10. Reading from plate (page 17, Lesson 6)
11. Concerted reading
12. Dictation while students followed outlines from textbook
13. Students' reading back from notes
14. Dictation at gradually increased speeds

Students were bubbling over with enthusiasm at being able to write. They wrote with great ease and con-

fidence. The author was amazed at the outlines and characters that his students could write—and rapidly—after reading and observing shorthand from the board and plate material. For example, following the presentation of Lesson 7, dictation speeds ranged from 50 to 70 words a minute on this material for 1-minute spurts.

■ **Watching for the Changes in the Simplification**—Knowing that readers of this report would be especially interested in the effect of the changes in Gregg Shorthand, and being very much interested in noting them himself, the writer paid particular attention to these factors as they appeared in the theory approach.

• **The RD Combination.** Lesson 17, which contained the *rd* combination, one of the more sweeping changes made in the simplification, was scrutinized very carefully by the writer. Reading and writing exercises by members of the class involving this *rd* blend presented, as it turned out, no difficulty or obstacle.

As a matter of record, the students read and wrote such words as—

		
hardly	record	feared

—with the same speed and ease that they did any other shorthand outline.

Extreme care was taken to point out the difference between the *nt-nd* blend and *rd*. Members of the class were quick to note that there was a “longer” or “delayed” blend in the *rd* combination and that the *nt-nd* blend was a more “abrupt” joining to the preceding shorthand character. A poll of the students revealed that they experienced no difficulty in differentiating between *rd* and the *nt-nd* blend.

• **The Fables and Short Articles.** Students did not have to be urged to read the short fables that were introduced in Lesson 18; they were extremely enthusiastic about reading these exercises. This type of reading material greatly increased student interest in their learning shorthand.

Articles such as “Tips for the Beginning Secretary” (Lesson 24), “Mr. Smith’s Chickens” (Lesson 36), and “Opportunities in Business” (Lesson 54) were equally challenging to the students. Indeed, they said they were delighted with this occasional departure from the not-always-interesting business-letter plates.

• **The Marginal Notations.** As early as the sixth class meeting of this summer-session group (Lesson 9), several students wondered aloud why punctuation marks and troublesome spellings were not “earmarked” for the shorthand learner. This factor, introduced in the form of marginal notations in Lesson 37, proved to be most helpful to the author, for he was assisted by them in highlighting difficult words, rules of grammar, and punctuation pointers that might normally be overlooked.

The writer’s practice of taking a few seconds to ask for the spelling aloud of an occasional word from the students’ notes paid dividends in the reduction of misspellings. More important, the notations forced students to realize that shorthand was a means of recording dictation for transcription and to appreciate that knowledge and mastery of the conventions of English are essential to production of mailable transcripts. Thus, the students were “transcription-minded” from Lesson 37 on.

• **Word Beginnings and Endings.** The writer was impressed by the fact that his students profited greatly by the reduction in the number of disjointed prefixes and suffixes they were called on to memorize. In teaching from the Anniversary Edition, the writer was often conscious that learning the disjoints was usually an “attempt” and seldom a case of complete learning.

Working with the Simplified Edition, therefore, was a pleasant surprise. The early and scattered introduction of this series of principles, plus the fact that no more than five of the disjointed series were presented at one time, enabled the students truthfully to master the few remaining disjoints with little trouble.

In addition, the new “in-full” outlines, such as—

		
extreme	destroy	decline

—presented no memorization difficulty to these beginning shorthand writers. The author felt that the traditional learning difficulties of this group of outlines were minimized almost to the point of elimination.

It was our experience also that including the joined prefixes and suffixes with other word groups has contributed much to making shorthand simpler and easier to learn. While the students were still called on to learn these outlines, they did so at earlier stages and

used the words in related sentence material. The learners were not required to memorize them “in one dose” as had been the case in the Anniversary Edition. This, the author found, certainly made for easier writing in the day-to-day accumulation of new shorthand principles.

• **The Brief Forms.** Student after student reported that he experienced no trouble or difficulty with the brief forms. The writer feels that the halving of the number of such forms that the students were formerly called on to memorize accounts for this reaction by the members of his experimental class.

A more important factor, possibly, is the way in which the brief forms are now presented by the texts—logically in terms of principles learned, of frequency of use, and of quantity. It proved to be much easier for the Hunter beginners to learn eight or nine new brief forms at a time than had been the case under the Anniversary Edition, which required learners to tackle twice that many new brief forms at one time.

■ **Analyzing Some Difficulties**—On the basis of his recent experience, viewed against a backdrop of many years of teaching Gregg Shorthand by both the Manual Method and the Functional Method, the author was interested to note that the shorthand outlines that gave the students difficulty in this particular summer-session class were not the new outlines created by the simplification.

We make this statement after examining our record of the outlines that bothered the students in either reading or writing—a record that we kept meticulously. To illustrate, let us look for a moment at the records of two lessons.

• **In Lesson 30.** Our record shows that the following outlines were the ones that proved to be troublesome:

										
---	---	---	---	---	---	---	---	---	---	---

Andrew, he decided, he took, nicer, vicious, highly, routine, disease, daily.

None of these outlines, you will note, involved changes due to the simplification. In other words, these are the same outlines that shorthand learners have been reading and writing for years.

• **In Lesson 17.** This lesson, which introduces the *rd* blend, was spotlighted by these troublesome outlines:

Gregg
2 2 2

Puzzles, thank you for your, oranges, they have been, records, patron, failed, whether, folder.

Again, it may be seen that the difficult outlines are not the "new" ones, except the word *records*, which involved use of the *rd* combination.

• **In General.** The difficulty of the preceding and other shorthand outlines was determined by the author's observation of the students' reading and writing in the classroom, carefully notated, and also from a record that each student was asked to keep for each lesson and to submit periodically.

All in all, the observation, report, and comments of the students revealed that the new, simplified outlines made for fewer difficult words than the writer's preceding Anniversary classes had experienced.

■ **Writing from New Material**—At the outset of this experiment, it had been agreed that no new material would be presented to the class until the first nine chapters, fifty-four lessons, had been completed. The author, therefore, did not introduce new material until the last three meetings of the summer session.

New material was dictated for 1- and 2-minute spurts. The students were amazed at their ability to write fluently and without difficulty even when applying their shorthand knowledge to new outlines, and the instructor was even more elated to observe the ease with which these beginning writers took the dictation.

■ **Achievement of the Experimental Group**—In order to measure the shorthand writing speed of these students, the writer and Mr. Zoubek decided that test material would be dictated at 60 and 80 words a minute. The final examination for the course, therefore, consisted of two 5-minute dictations at 60 words a minute and two 3-minute dictations at 80 words a minute, which were taken from the May and June, 1949, *Gregg News Letters*. These tests were given during the last two meetings, and the students transcribed in longhand during the class period under the conditions of a final examination.

The results, in terms of errors made on the 60- and 80-word-a-minute transcripts, are listed in Table 2.

Twenty-two students had 15 or fewer errors on the May 60-word

TABLE 2. Errors Made by Thirty Students in Transcribing New-Matter Tests Dictated at 60 and 80 Words a Minute After a Six Weeks' Instruction in Gregg Shorthand Simplified

Student	May News Letter		June News Letter	
	(60)	(80)	(60)	(80)
1	4	13	13	24
2	5	9	7	9
3	0	1	12	20
4	5	8	10	24
5	2	14	4	21
6	2	22	9	9
7	91	—	86	—
8	3	1	5	7
9	23	36	47	39
10	8	20	20	30
11	7	17	6	21
12	54	67	38	—
13	5	19	8	34
14	10	30	18	23
15	3	15	11	16
16	2	8	8	11
17	5	14	13	22
18	0	3	7	9
19	22	49	27	30
20	3	5	0	6
21	2	10	3	4
22	1	3	2	4
23	41	52	40	36
24	3	2	10	12
25	—	1	1	3
26	18	48	27	47
27	15	18	19	26
28	43	60	65	—
29	2	6	2	4
30	0	3	6	18

TABLE MAY BE READ as follows: "Student No. 1 transcribed the 50-minute May 60-w.a.m. test with 4 errors; the 3-minute May 80-w.a.m. test with 13 errors; the 5-minute June 60-w.a.m. test with 13 errors; the 3-minute June 80-w.a.m. test with 24 errors." Average ability of the 30 students is computed at about 70 w.a.m.

dictation while 20 qualified on the June copy. Since the 80-word dictation was for only 3 minutes, it is impossible to say that any of the students qualified at this speed level. It is significant to note, however, that thirteen students had 10 or fewer errors on the May copy and nine had 10 or fewer errors on the June take.

This achievement is most significant to the writer, for it may be interpreted that the average writing speed of the group at the end of the summer session was between 60 and 80 words a minute, the mid-point probably around 70 words a minute.

• **Comparison with Previous Achievements.** Over a period of three other summer sessions, during which the author taught beginning Anniversary Gregg Shorthand, no other group was able in the same time to average even 60 words a minute on new material.

Moreover, when the Anniversary Edition of the *Manual* was used, only twenty-four units of shorthand were presented during this same

summer-session period; whereas, the entire theory of Gregg Shorthand was presented by the simplified system during the same time period. Furthermore, the dictations from *Gregg News Letters* covered the whole shorthand system; whereas, dictation given to previous summer-session classes, using the Anniversary Edition, applied to just the first twenty-four units of the text.

■ **Conclusions of the Writer**—As a result of his first experience in using the *Gregg Shorthand Manual Simplified*, the writer concludes that the simplification of Gregg Shorthand does enable the student to learn shorthand more easily and rapidly. He bases this conclusion on his own observations, on his records, and on the records and comments of the students.

To interpret this experience, in summary, in a most specific way, let us phrase this summary as answers to the questions that our associates at Hunter College and our other professional friends, knowing of the experiment, have asked.

• **Can the lessons be completed on schedule?** Actual timings of the presentation of each lesson revealed that the new principles of each lesson could be presented in approximately 10 minutes. It would seem that a shorthand teacher would have more than ample time to present a lesson in the usual 40-to-50-minute class period.

• **Is the "Comma-S Approach" efficient?** The departure from the time-worn *k-gay* approach to the teaching of shorthand in favor of the "comma-s" approach is a distinct teaching advantage and a more practical learning situation.

• **Is it safe to defer writing until after the first six lessons?** Yes. It was our experience that students wrote well because they had read and observed only correct shorthand outlines in their first six lessons. As mentioned before, the writer was amazed at the initial writing skill of the students.

• **Do you need whole lessons on penmanship, as provided in the text?** The penmanship practice does not extend for the whole lesson. The "penmanship" assignments, which appear every sixth lesson beginning with Lesson 24, serve also as excellent automatic reviews for the principles newly presented in the preceding lessons.

• **Was there trouble with the new *rd* stroke?** Students were able to write combinations involving *rd* with greater speed and facility than

was the case when these combinations were expressed by the reversing principle under the Anniversary Edition. If *rd* is properly presented, there should be no conflict with *nt* or *nd*. Moreover, the elimination of the reversing principle made for more rapid writing and less confusion.

- *Should we skip the stories, fables, short articles?* By no means. These departures from the routine business-letter plates provide great stimulation to student interest in learning shorthand.

- *Do the marginal pretranscription pointers interfere with the learning process?* They do not; in fact, they have a definite place in the beginning shorthand class. They keep the student aware of his purpose of learning shorthand as well as help him improve his transcription tools.

- *Has the elimination of many of the disjoinings and the regrouping of the joinings helped or hindered learning?* It has decidedly helped learning. Students are able to apply their newly learned principles with much less hesitation than did Anniversary students.

- *Are brief forms still hard to master?* Brief forms, as presented in Gregg Simplified, no longer present the teaching and learning problem that existed with the attempted mastery of twice as many brief forms in each group under the Anniversary Manual and a total of more than three times as many brief forms.

- *Is it safe to defer new-matter dictation until after completing the first nine chapters?* Since there is a wealth of reading and writing practice material provided with each lesson, there seems to be no need to introduce new dictation material before completing the first fifty-four lessons. Certainly in our experiment at Hunter, students showed no lack of ability to take new-matter dictation—and they had no experience with new-matter takes before completing the nine chapters.

- *Was it hard to teach Gregg Simplified the first time?* As a result of his own experience, the writer feels that shorthand teachers will find it possible to teach Gregg Simplified with a minimum of inconvenience and with a very high degree of personal satisfaction.

- *Did your students do better because you taught better or because Gregg Simplified is really easier to learn?* The writer has taught Gregg Shorthand successfully, he believes, for fifteen years. The results

achieved were far better than he has heretofore found possible. Moreover, he stayed strictly within the methods agreed upon in conference with one of the coauthors of the revision, Mr. Zoubek, so that the experiment would be one on the simplification rather than one on the writer's personal teaching techniques.

Because his group of summer-school students was able to complete in six weeks the principles of Gregg

Shorthand Simplified and to demonstrate the ability to apply those principles to new-matter dictation at an average certainly better than 60 words a minute, the writer concludes that Gregg Simplified does enable the student to learn shorthand more easily and rapidly, thus providing a saving of time that will make it possible for each student to attain higher writing speeds in less time than was thought possible.

Christmas Card Corner

NOVEMBER, 1949

- 1 Corliss Christopher invested \$2,000 in Christmas Card Corner.
- 3 Bought merchandise, on account 60 days, from the Greenland Greeting Card Corporation, New York City, \$165.45.
- 12 Cash sales to date totaled \$135.05.
- 14 Sold books and games on account to the Children's Hospital, \$35.90. Sale No. 48.
- 16 Purchased merchandise for cash, \$209.40, from the Ted Toy-lers Company.
- 18 Returned damaged merchandise to the Greenland Greeting Card Corporation, \$8.80. (Credit Purchases.)
- 22 Purchased gift wrapping paper and ribbon for use in the store from the Peak Quality Paper Company, on account, \$17.48. (Debit Store Supplies.)

DECEMBER, 1949

- 1 Sold toys and novelties to the Jack and Jill Day Nursery for cash, \$22.55.

DECEMBER, 1949

- 5 Bought a new display case on account from the Double-Duty Fixtures Corporation, \$75. (Debit Equipment.)
- 10 Received a check from Children's Hospital, \$25, in partial payment of amount due.
- 12 The Jack and Jill Day Nursery returned merchandise. Refunded the sale price, \$3.49. (Debit Sales.)
- 15 Gave the Peak Quality Paper Company a check for \$10 in part payment of amount due them.
- 17 Sold merchandise, on account, 30 days, to Mrs. George Merry, \$8.50. Sale No. 907.
- 19 Sent Andrew W. Wentworth a check, \$200, in payment of rent for store.
- 20 Mrs. George Merry returned unsatisfactory merchandise. Credited her account, \$.79. (Debit Sales.)
- 24 Miss Christopher withdrew cash from the business for her personal use, \$175.

THREE ASSIGNMENTS in this month's contest: for Junior Certificate, make entries in simple general journal form for these transactions; for Senior Certificate, journalize the transactions and then post the entries to a general ledger; for Superior Certificate, journalize and post and then prepare a trial balance of differences.

December Bookkeeping Awards Contest

MILTON BRIGGS

Head, Business Education Department
New Bedford (Massachusetts) High School

Here is the fourth problem in the 1949-1950 series of bookkeeping contests sponsored by BUSINESS EDUCATION WORLD. The December problem has a Christmas flavor and is prepared primarily to stimulate interest during the preholiday vacation periods. Solution of this contest problem will require not more than one or two class sessions, or the problem may be assigned for homework or extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest and will send a two-color Certificate of Achievement to every student who submits a satisfactory paper. In addition, BUSINESS EDUCATION WORLD will distribute cash prizes for the best student solutions. All information necessary for participation in this contest is given here.

General Instructions

Teachers should dictate, write on the blackboard, or duplicate the transactions that comprise this

month's problem (given in the box) and then read the following directions:

- "Corliss Christopher is the proprietor of Christmas Card Corner. Each year, about two months before Christmas, Miss Christopher rents a vacant store on Main Street and opens a holiday gift shop specializing in the sale of Christmas greeting cards. In this contest problem, you are to assume that you keep the records for Christmas Card Corner. Your duties as bookkeeper for Miss Christopher include checking invoices, journalizing, posting, and preparing a trial balance. For the purposes of this contest, you have a choice of any one or all of the last three duties.

- "You are to use the simplest form of journal, ruled with two money columns at the right side of the paper and a date column at the left side. You may use paper already ruled, or you may rule your own journal paper form with ink on plain white paper. Your solution of the problem must be handwritten in ink.

"When posting the entries to a general ledger, use both sides of your ledger paper and all available space. Number each account, and be sure to fill in posting references. For the Senior Certificate, send only your ledger to New York; you need not submit your journal.

"When preparing a trial balance of differences, use simple journal paper for the trial balance or plain white paper ruled with two money columns at the right side. For the Superior Certificate, send only your trial balance to New York; you need not send your journal or ledger.

- "Assignments. To earn a Junior Certificate of Achievement for your work in this contest, make entries in simple general journal form for these transactions. For a Senior Certificate of Achievement, journalize the transactions and then post the entries to a general ledger. For a Superior Certificate of Achievement, journalize and post and then prepare a trial balance of differences.

- "Let us remember that, in addition to winning these certificates, we may be able to win for our school national recognition and cash prizes—if our papers are the best ones sent to the judges."

Tips for Teachers

The following information may assist the teacher in guiding students and evaluating papers.

- The information given in parentheses in the table of transactions may or may not be given to your students. Do what you think best.

- The entry for each transaction should include a complete explanation.

- Teachers and students should feel free to use account titles to which they are accustomed when recording the contest transactions. The following list of account titles is suggested, however, for use in preparing this month's solution.

ASSETS: Cash, Accounts Receivable (or individual accounts with customers), Store Supplies, Equipment. LIABILITIES: Accounts Payable (or individual accounts with creditors). PROPRIETORSHIP: Capital. INCOME: Sales. COSTS: Purchases. EXPENSES: Rent Expense.

- If your students use the account titles listed here, the correct total of their trial balance of differences should be \$2,261.85.

General Contest Rules

1. AWARDS. First prize in each division, \$3; second prize, \$2; honorable mention, a Scholastic Achievement Certificate, suitable for framing; every satisfactory solution, an appropriate two-color Certificate of Achievement.

2. CLOSING DATE. Midnight, January 13. Send solutions (not less than five) via express or first-class mail to BEW Awards Department, 330 W. 42nd Street, New York 18, New York.

3. IDENTIFICATION. Print or type the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper. Send also a typed list in duplicate of the names of students whose papers are sub-



Now, two unusual tools of the successful receptionist, known as "deterrents" . . .

mitted. Place an A after a name to indicate that a Junior Certificate is to be awarded; a B for the Senior Certificate; and a C for the Superior Certificate. Certificates must be earned in order.

4. FEE. Remit 10 cents for each paper to cover in part the costs of examining, printing, and mailing.

5. JUDGES. Milton Briggs, Claudia Garvey, and Dr. R. N. Tarkington.

Next Month's Contest

In the January issue of BUSINESS EDUCATION WORLD watch for not only the regular monthly contest (a timely problem dealing with inventory records) but also a special announcement giving you all the details of the thirteenth International Bookkeeping Contest, which will be published in the February issue. A new record number of prizes will be offered to both teachers and students.

LETTERS

■ **Let's Buckle Down**—Dear BEW: Each summer at summer school I meet teachers from all over Oklahoma and many other states. Most of them do not type and so pay a good price to have their term papers and theses typed for them. Sometimes when I see the quality of the work for which they pay hard-earned cash, I am shocked.

Some of the work is excellent, some of it is good, but much of it would not be acceptable in our own typing classes. You know the kinds of errors: strike-overs, poor erasures, bad corrections or outright uncorrected errors, bad spelling, unacceptable placement.

I have a plea to make. Let's not encourage our students to think that they can honestly hang out a shingle that says "Typing Done Expertly but Inexpensively" just because they skimmed through a typing course somewhere along the line. Every college town is full of signs like that.

We should insist in our own classes that students *know* the standards of acceptability and prove that they know them by turning in to us work that meets such standards.

These inefficient college-town typists are giving teachers a black eye in the opinions of other teachers. Let's set up professional standards and make our students aware that they must achieve them! —Elizabeth Jackson, High School, Duncan, Oklahoma.

RULES FOR CERTIFICATION

A mailable transcript of Assignment A must be completed within 15 minutes after the end of dictation, to earn a Junior Certificate; a mailable transcript of Assignment A and B within 20 minutes, to earn a Senior Certificate; a mailable transcript of Assignments A, B, and C within 25 minutes, to earn a Superior Certificate.

The teacher should send students' work (only originals, not carbon copies nor envelopes) by first-class mail, together with 10 cents for each certificate to be awarded (to cover costs of judging, issuing certificates, and mailing), to Awards Department, BUSINESS EDUCATION WORLD, 330 W. 42nd Street, New York 18, New York. A covering letter should certify that rules were observed and should indicate the certificate for which each student is believed to be eligible.

Dictation may be at any rate suitable to the class; certification is on mailability of transcript completed within time specified. The project may be used any time this school year, provided it is new matter when dictated.

BEFORE YOU START

For this project, supply students with three letterheads (any kind will do), five sheets of plain paper for carbon copies, two sheets of plain white paper, and three envelopes.

Read or provide a copy of these instructions to the students.

You are secretary to Walter A. Harris. Mr. Harris's wife is president of St. Margaret's Guild, an organization interested in therapeutic work at the City Hospital. The Guild is sponsoring its Annual Christmas Charity Ball, and you are asked to help Mrs. Harris with her plans. Sign her letters (Mrs.) Walter A. Harris, President, St. Margaret's Guild.

Transcription Project 3

In actual practice you would have Guild stationery, but in this case use any available letterhead. Date all correspondence December 1, 1949.

Additional names and addresses: Chet Fleming's Orchestra, 425 Beaux Arts Building, Cleveland, Ohio; Dixie Wayfarers, 122 Walker Building, Cleveland, Ohio; and Mr. A. H. Howard, Business Manager, Lee Club, Cleveland, Ohio.

YOUR CORRECT KEY

The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but, when you correct the papers, read only the material given in bold type—the light type indicates repetitions and instructions that the students should not transcribe.

ASSIGNMENT A—JUNIOR

Please write this letter to the two orchestras; make file copies and address envelopes for each. **Gentlemen:** On the evening of December 30, St. Margaret's Guild will sponsor its Annual Christmas Charity Ball at the Lee Club. Paragraph. The dinner preceding the Ball will be held in the regular Club dining room from 8 to 10 p.m. The dance is to—No, change that will be held in the Gold Room from 10 p.m. to 1 a.m. Paragraph. If your orchestra is interested—No, say this **Would your orchestra be interested in submitting a contract for the evening's dance in the Gold Room for the hours specified?** Paragraph. If so, may we hear from you promptly. Very truly yours,

ASSIGNMENT B—SENIOR

Write this letter to Mr. Howard, of the Lee Club; make a carbon and an envelope. Dear Mr. Howard: This confirms our telephone conversation of last week regarding the St. Margaret's Guild Charity dinner and ball for December 30.

Cut out the word Charity in the preceding sentence. Paragraph. **We understand that the Gold Room** will be available to the Guild's guests from 10 p.m. to 1 a.m. Change that to will be available for dancing from 10 p.m. to 1 a.m. We will have the director of the orchestra get in touch with you soon regarding its needs. Since some of our guests will come to the ball from private dinner parties, we hope that the checkroom facilities near the ballroom will be available to them, No, will be staffed and available to them. Paragraph. **We understand that the dinner will be in the regular dining room from the hours of 8 p.m. to 10 p.m. and that each reservation will cost the Guild \$3** Parenthesis **no tips** Parenthesis period. The approved menu has already been returned to you. Paragraph. We further understand that the Club lounges and the usual Club services will also be available to our guests. Paragraph. The Guild is deeply appreciative of your generosity and co-operation in this enterprise. Very truly yours,

ASSIGNMENT C—SUPERIOR

Make 2 original copies of this publicity release, with a carbon of each. No envelope. Double space, using approximately a 60-space line. The Annual Charity Dinner and Ball sponsored by St. Margaret's Guild will be held December 30 at the Lee Club. Make early reservations—Change that to Early dinner reservations may be made through any member of the Guild or by calling HA. 4826. Paragraph. The Lee Club is generously donating the Gold Room for the evening's dancing No, say for dancing, and the Club's complete lounge and service facilities will be available for this event. Paragraph. The net proceeds from this annual social event is used by the Guild in its work with the therapeutic department of the City Hospital.

Project in Office-Style Dictation

Office-style dictation is normally characterized by pauses, repetitions, deletions, and changes. The material given in Transcription Project 3, above, is typical of the dictation given in modern offices. BEW recommends your use of this material not for speed-building but for development of office intelligence, preferably in the advanced transcription or secretarial-practice class.

Prepared by
MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

You note at first glance that the material is presented in both light-face and bold-face type. You should dictate all the material given under the three assignments, but students

should transcribe only that part which you see in bold-face type. The bold-face type, therefore, serves you as a quick scoring key. Complete instructions are given in column 1 for those teachers who wish to reward students with junior, senior, and/or superior BEW achievement certificates.

Because there is a game quality in this kind of practice material, your students will enjoy an occasional period devoted to this training. The next project will appear in March.



IMPORTANT NOTICE TO BUSINESS TEACHERS!

The new Peirce is more than a dictation system! It is an assistant teacher, making your classroom efforts easier and more effective. By making the Peirce "your assistant," you become a better teacher...and at the same time, you introduce your students to really superior dictation equipment that makes conventional cylinder and disc-type machines old-fashioned.

Model 260



The New **PEIRCE** DICTATION SYSTEM

with the sensational
WIRE "O-MATIC" CARTRIDGE

"Speeds Learning Process"

Say College Professors

Prof. Vernon A. Musselman of the University of Kentucky and Prof. Cecil Puckett of the University of Denver made an exhaustive study which revealed the following advantages of using a wire dictation system:

- Provides dictation by experienced people.
- Gives right kind of remedial dictation at correct speed needed
- Keeps students busy
- Saves time and energy of teacher in routine dictation and frees him for teaching
- Provides means of bringing to students the meaningful dictation of real businessmen

**LEARN MORE ABOUT THE NEW PEIRCE
—IT CHALLENGES COMPARISON!**

- Permits teacher to study and improve voice
- Aids in training voice modulation, grammar, diction

Peirce, the pioneer in wire recording, has produced a dictation system so new, so different, so superior that all other dictation methods go completely out-of-date beside it.

It is smooth, fast, easy to operate and pleasant to listen to. The Wire-o-matic Cartridge has no equal in ease and speed of handling. There's no wire to handle; no bothersome discs, breakable cylinders or belts.

The Peirce is the dictation system that successful, aggressive executives insist upon...that stenographers enjoy using! Learn more about the new Peirce. Send for FREE Material.

PEIRCE WIRE RECORDER CORP.
1328 Sherman St., Evanston, Ill.

Gentlemen: Please send me complete information concerning the new Peirce.

Name

Address

City Zone State

Dictation: Graded Letters (Anniversary)

For Chapter 10

Dear Mr. McKee: I understand that there has been a great deal of controversy over the internal¹ policies followed by the Central Electric Company. Our more intelligent employees resent the fact that² supervisors are selected from outside the organization. Only recently one of the supervisors³ at our Grand Avenue plant was hired from the Paradise Company.

This shortsighted policy, if continued,⁴ will contribute to an extremely rapid decline in production. As president of the Board, I instruct⁵ you to declare that this policy will no longer be effective. It is of paramount importance that this⁶ be done at once. Such a declaration will, in the first place, eliminate bitter antagonisms. In the⁷ second place, it will restrain our men from committing any disagreeable acts that might prove detrimental⁸ to the welfare of the Central Electric Company.

Please carry out the above instructions at once and keep⁹ me informed of all circumstances. Very truly yours, (190)

Dear Mr. McLane: We are anticipating an extraordinary increase in circulation of our weekly¹ magazine, International News. Opinion poles declare that more and more people are becoming interested² in international affairs. If you desire a better understanding of the controversial issues³ of the day, get this extraordinary weekly. It gives, in translation, pertinent paragraphs from foreign⁴ newspapers. But what makes this magnificent magazine superior to all others is the fact that it also⁵ reconstructs for the reader the background of these extremely important issues. These introductions aid you⁶ to interpret facts intelligently. Here, in parallel columns, you can read the contrasting views concerning⁷ the internal and external affairs of many important countries, including your own.

Don't postpone⁸ obtaining your copy of International News. Order at once. Very truly yours, (174)

For Chapter 11

Dear Mr. Walsh: Are you a practical man—one who can take the responsibility of organizing his¹ time and effort efficiently without prodding?

A. E. KLEIN
City College
New York City

Do you have sales ability? a good reputation in your² community?

If you possess these qualifications, then Automatic Investors Services offers you a³ career that will assure you rich rewards. Not only will you acquire a good income, but other fundamental⁴ satisfactions as well. You can choose your own prospects and customers; set your own work schedule, your own leisure time.⁵ You will find yourself actually in a class with other people who are successful economically.⁶

If this timely proposal appeals to you and you believe you have the qualifications to hold one of our⁷ exclusive local distributorships, we shall be glad to arrange an interview for you with one of our⁸ managers in your vicinity. Yours very truly,

Dear Mr. Emanuel: As a member of the Technical Book Library, you will be interested to¹ learn that we are expanding our facilities. To the extensive library already accumulated,² we are adding a comprehensive collection of the latest works on geology, biology, and³ geography. For those interested in mathematics, mineralogy, and chemical engineering, we⁴ are also subscribing to the leading periodicals in these fields. For the politically-minded, we⁵ are adding a whole new section devoted to political science. There will be a special section, too, dealing⁶ with the history and operations of both the Democratic Party and the Republican Party.⁷

Because a majority of the mem-

bership has requested a library of films, we have purchased a motion-picture projector and several films dealing with physiological and geographic subjects.

A⁸ complete list describing in detail these recent acquisitions is being mailed to you under separate cover. Very truly yours, (204)

For Chapter 12

Dear Mr. Parks:

Our senior salesmen met yesterday. The president, the secretary, and three junior executives¹ were also present. In order better to accommodate our manufacturers, it was decided² to build new warehouses in Rochester, New York; Boston, Massachusetts; and Philadelphia, Pennsylvania.³ The contracts for the work are to be negotiated after the Christmas holidays.

Inasmuch as John⁴ Christian turned in his resignation last Friday, we are hiring a new salesman, Mr. English, to take his place⁵ at the New York City headquarters. He will cover the states of New York, New Jersey, Delaware, and Maryland.⁶

Our salesmanager, who has had several conversations with him, says he is a practical man, full of pep⁷ and energy. His last employer tells me that he was always punctual in sending in his reports. The only criticism I have heard made about him is that he is inclined to be partial in his dealings with⁸ customers. But this is a minor fault.

I have discussed with Mr. English the problems existing in Jersey City,⁹ Philadelphia, New York, and Wilmington. It struck me that his proposed solutions will result in large¹⁰ economies to Universal. It is unfortunate that you cannot talk to him yourself. Yours, (237)

CROSS INDEX TO THE GREGG WRITER PLATES

Each month *Business Education World* presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg shorthand in the same month's issue of *The Gregg Writer*. Through the use of the cross index given here, these dictation materials serve also as a ready key to the shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

B.E.W. Page	G.W. Page	B.E.W. Page	G.W. Page
201 Business Letters.....	254	202 Junior O.G.A. Test.....	224
206 By Wits and Wags.....	256	202 Let's Make It Last!.....	252
202 Christmas Legends.....	231	205 Mr. Poppingill's Toyshop.....	247
201 Experiences of a Santa Claus...	233	202 O.G.A. Membership Test.....	220
200 Graded Dictation Letters.....	237	204 The Iron and Steel Industry....	242
204 How You Can Be the Boss.....	240	201 Transcription Speed Practice...	226

Dear Mr. Mansfield:

I am afraid I cannot accompany you to the Pacific Coast next week. The state¹ legislature is considering some new housing legislation, and, as attorney for the American Real Estate Society, my presence is indispensable.

Before you leave, I should like to discuss with you³ the defendant's testimony to be given in the civil suit being brought against the Automobile Exchange⁴ by the wife of one of its employees. She is charging the Corporation with negligence. There are several⁵ unusual facts involving the plaintiff's husband, on which I desire your authoritative advice. These⁶ will, in all probability, prove significant in determining the jury's verdict.

Telephone me as⁷ soon as you can. Sincerely yours, (146)

Dictation: Business Letters

County Commissioner of Roads, City Hall, Star Lake, Indiana. Dear Sir:

Is it still possible to be put¹ on your list of snow-removal contractors? If so, please tell me what procedure is necessary in order² to be listed.

Yours very truly, (46)

Motor Trucking Company, 126 South Main Street, Green Bend, Indiana. Gentlemen:

It is not too late¹ to register for road clearance and snow removal, because compensation is not on a contract basis. Payment² is made at the rate of eight dollars an hour for the use of each piece of equipment and its operator.³

You need only write us a letter stating that you will be available for this work, list the equipment you⁴ have, and state the fact that you understand you are to furnish the operator for each piece of equipment. We⁵ will then send you a form, on which you agree to work as long as necessary when conditions warrant the use⁶ of your services. As soon as you return the official agreement to this office, you will be placed on our⁷ availability list.

Very truly yours, (149)

County Commissioner of Roads, City Hall, Star Lake, Indiana. Dear Sir:

Thank you for your recent letter¹ concerning snow removal.

I have seven trucks, used exclusively in hauling for building contractors. As snow brings² this kind of work to a standstill, I wish to be listed as being available for snow removal. A driver³ will be supplied for each truck.

Yours very truly, (69)
Motor Trucking Company, 126 South Main Street, Green Bend, Indiana.

Gentlemen:

Enclosed is snow-removal¹ work agreement in duplicate. Please sign and return these papers immediately, so that there need be² no delay in listing your equipment for service.

We are very happy to have these additional trucks³ available, for we were shorthanded last winter.

Very truly yours, (72)

Dictation: Transcription Speed Practice

Dear Sir:

It isn't often that I write to the local newspaper editor. Like most people, I am more inclined¹ to "let George do it" in connection with a good many things. However, the subject of this letter is too² important to run any risk of having it overlooked.

Within a few days thousands of Christmas trees will go³ on sale, bringing with them the increased hazards of fire at a time when we are likely to be a little more careless⁴ than usual because of the very gayety of the season.

May I suggest that your paper put on⁵ a safety campaign, with a daily reminder prominently displayed that the old proverb, "An ounce of prevention⁶ is worth a pound of cure," is still true, particularly in connection with Christmas trees. I am sure the home-town⁷ folks will be grateful for your services in preventing a tragedy.

Yours very truly, (157)

Dear Madam:

Your suggestion is very timely, and this paper is glad to cooperate to the fullest extent.¹ Your letter was discussed with the Chief of the Fire Department, who is heartily in accord with it. You will² be glad to know that he is arranging to fire-proof, by spraying, any trees brought to any of the local³ firehouses. This service will be performed without charge.

While this is the best fire preventive, there are, unfortunately,⁴ some people who will not take advantage of it. The Chief, therefore, has furnished us with a list of other⁵ precautionary measures which should be taken, and these will be run daily in a box on page one. In addition to⁶ this, we will start the campaign with a strong editorial.

I am sure I voice the sentiments of the entire⁷ town when I say we are grateful for public-spirited persons like you who are so conscious of the welfare of⁸ their fellow citizens.

Very truly yours, (168)

This Month's Gregg Writer Articles

Experiences of a Santa Claus

WILLIAM J. JOSKO
Prince School of Retailing
Simmons College, Boston

FOR THE PAST fourteen years, I have been a professional Santa Claus. During November each year, I conduct a¹ school for training Santa Clauses; then, as the season advances, my men and I swing into action in a score² of different ways—working in department stores; visiting orphanages, hospitals, and homes; taking part in church³ and office parties; and so on. We enjoy most of our work very much. But work it is.

I remember one cold⁴ December night when I was Santa Claus at one of our local church parties. The enthusiastic chairman of⁵ the party told me how he and some others had constructed a makeshift chimney for me

to descend. Nothing like⁶ an effective entrance, you know!

I arrived at the appointed hour. The janitor steered me through the back corridors⁷ and up some steps to my "jumping off" place. Stationed there were two men who were to lower me with ropes down the chimney.⁸ If put on a scale together, their combined weight would just about equal mine. The rope seemed to be some parishioner's⁹ discarded clothesline. But, the show must go on. It did.

Out in the auditorium, the kiddies were singing¹⁰ "Santa Claus is coming to town . . ." while the men lowered 220 pounds of me away. Down, down, down. Bing!¹¹ The rope parted, and I landed on the stage in a heap. My Santa Claus suit sported new air holes and soiled spots; the¹² toy pack spilled all around me; the jar set me laughing so that my ho-ho-ho really boomed in the church. "Poor Santa!"¹³ some in the audience exclaimed, and many of

the little children began to cry. I felt like joining them.¹⁴

Instead, I laughed and distributed presents, not forgetting to joke with some of the children that had been "spotted"¹⁵ for me, as we say in this profession. Since then, no chimneys.

I LIKE IT WHEN SOMEONE I KNOW comes up to me as¹⁶ I sit on my throne in the department store where I work each season. For several summers I was one of the¹⁷ directors of a boys' camp, and one day I saw a package arrive for little David. It contained a fine boy¹⁸-scout knife. Within an hour David and his chums had nicked the knife playing mumblety-peg.

"David," I joked, "that's no way¹⁹ to take care of a present. I guess I'll have to tell Santa Claus." He frowned.

Well, that Christmas, sure enough, David and²⁰ his mother came up to me at the store. "Well, well, how is David?" I said.

He was startled that Santa Claus knew his²¹ name. "Hmmm, it seems to me that I had a bad report on you," I said.

"You did?" he wondered.

"Yes. Something about a²² knife. You were sent a good knife last summer and you nicked it."

David nodded, and then added weakly, "Say, did Bill Josko²³ tell on me?"

That was one time when it was easy for me to laugh.

SANTA CLAUS WORRIES ABOUT SONGS. Remember²⁴ what song was popular last Christmas? "All I Want for Christmas Is My Two Front Teeth" was the rage on the Hit Parade.²⁵ It was the rage on Santa Claus's knee, too. I think that at least one out of every five children grinned at me²⁶ and told me that what he wanted was—you know! That song was a great blow to Santa Claus's prestige everywhere.²⁷

Santa Clauses get to see many strange things in children. During the War, most children asked for daddy or brother²⁸ to come home. After the War, the one thing that was top on the Christmas list was a baby brother or sister, a²⁹ "real, live doll, Santa Claus, for me to play with." But many a child will whisper that he doesn't want much but hopes³⁰ that Santa Claus will be especially kind to somebody else in the family.

Santa Claus, you may not have³¹ realized, can do much for a store. Suppose that Santa Claus, as he sits on his throne in toyland, fiddles with a³² new mechanical toy all the time he is interviewing the youngsters. What happens? The store sells a lot of those³³ toys. Suppose that Santa Claus goes down to the first floor, with his bells jingling, and then returns to the toy section upstairs.³⁴ What happens? He leads a parade like the Pied Piper of Hamelin.

IF YOU'D LIKE to be a Santa Claus, you should³⁵ have a deep, hearty laugh, a round face, and a good, quick sense of humor. You do not have to be heavy or stout; thin³⁶ men can be padded. But be sure you can eat when you are wearing whiskers.

I shall never forget the time I had³⁷ to attend a dinner and eat some chocolate cake that had the thickest and

stickiest chocolate icing I³⁸ have ever seen. I was being very careful—up to the moment when the master of ceremonies poked my³⁹ elbow to indicate that my cue for action had been spoken. I rose to my cue, but I'll bet it was the first⁴⁰ time that an audience ever saw a Santa Claus with a chocolate-colored beard!

The only trouble with being⁴¹ a Santa Claus is that it makes you wish you were a millionaire so that you could make true the toyland dreams of⁴² the children who come to your knee. Merry Christmas! (849)

Junior O.G.A. Test

Ann:

What I miss most since leaving New York are the wonderful stores along Fifth Avenue. I have not yet done any¹ shopping for the coming holiday season; so this will be a good excuse for me to take a trip to the² city.

If you have any spare time Thursday, I should like to have you help me select gifts for the family. I³ will get into the city at nine o'clock in the morning. Will you have space for me at your apartment?

If you⁴ haven't made any plans for the holidays, I should like to have you come home with me. There are many winter sports⁵ here that I know you will enjoy. We can talk it over when I see you. Sincerely yours, Joan (123)

O.G.A. Membership Test

Christmas

AT THIS SEASON may we have among our gifts things of more value than money can buy and more lasting than the knickknacks¹ made by hands. If we can supply hope to a neighbor whose days have been made dark by loss of vision, we shall have² brought joy to our own hearth. If we can supply those who are in trouble with more faith and belief in the fine thoughts and³ actions that make for happiness, we shall have added wisdom and contentment to our own.

This season is a time⁴ when faith, hope, and charity seem to ooze from the soul of every man. Would that this feeling could remain! (99)

Let's Make It Last!

The Friendly Adventurer

THERE IS SOMETHING about the very Christmas season, and the spirit that is abroad these days, that makes it easy¹ to think of others. We remember that "it is more blessed to give than to receive," and find happiness in making² others happy. It seems the natural thing to do at the holiday season.

But how will you feel in July?³ Will you still keep the holiday spirit when it's summer instead of winter, and Christmas is months away? Will⁴ you be as thoughtful of others when the mercury is up near the top of the thermometer?

Really, the⁵ mere season of the year shouldn't influence our kindness, our unselfishness, our generosity. Let's resolve⁶ not to let the Christmas spirit die on the twenty-sixth of December. Let's carry it through the spring, summer and⁷ fall, and have it with us when the holiday time comes again next year.—Wilferd A. Peterson (156)

Christmas Legends

FRANCES M. CAGNEY

In the December, 1948, "Merck Review"
Employee magazine of Merck & Co., Inc.,
Rahway, New Jersey

THE ACTUAL BIRTH DATE of Christ is unknown, but the observance of December 25 as Christmas Day was¹ proclaimed first by Julius I, Bishop of Rome, in A.D. 354. At the same time, the emperor² gave official confirmation by attending church in state. ^{3 3 3} The modern celebration of Christmas is a³ curious blending of pagan and Christian customs. When St. Augustine was sent to England in 597,⁴ he was instructed to respect the religious customs already established there. This decision helped⁵ to preserve many of the picturesque holiday customs: holly, mistletoe, the yule log, and the Christmas tree.⁶

THE MISTLETOE was sacred to the Druids as a symbol of hope and peace. Enemies meeting under the⁷ mistletoe dropped their weapons, forgot their enmity, and embraced. ^{8 8 8} Legend tells us that one Christmas Eve the missionary,⁹ St. Boniface, found a large group of pagans gathered around a huge oak tree preparing to offer a human¹⁰ sacrifice to their Druid gods. In righteous anger he cut down the oak and, as it fell, a tall young fir stood¹¹ in its place. He suggested that the fir tree be adorned in tribute to the Christ Child. ^{12 12 12} The Christmas crib is a Christian¹³ custom originated by St. Francis of Assisi. In 1223, he obtained permission¹⁴ from Pope Honorius III to depict the Story of Bethlehem, using a small stable, live animals,¹⁵ and real people.

THE FIRST CHRISTMAS CARD was made by an English lithographer in 1846,¹⁶ and the first Christmas seal was printed by a Dane, Einar Holboell, in 1904. ^{17 17 17} In the Gospel according¹⁸ to St. Matthew, we are told of the Magi who saw a great star and came from the East. It wasn't until many¹⁹ centuries later that The Three Wise Men became The Three Kings. Tradition tells us that Melchior was a²⁰ venerable old man, small of stature, with long white beard and flowing hair. Caspar was the tallest, a youth with olive²¹ complexion and beardless face. Balthazar was middle-aged, dark-skinned, and bearded. ^{22 22 22} Melchior brought gold because the Child²³ was King; Caspar brought frankincense because the Child was God; and Balthazar brought myrrh because the Child was Man. In return,²⁴ Mary bestowed on them the linen bands with which the Infant had been wrapped. Caspar arrived home to find his son²⁵ dying. By accident, one of the precious linen cloths touched the boy's body, and his health was restored.

THE DATE OF²⁶ CHRISTMAS DAY still is a matter for ecclesiastical dissension. The journey of the Magi is steeped in²⁷ mystery and controversy. Our Christmas customs vary with race and climate. But the beautiful Story of Bethlehem remains always and everywhere the same—an unchanging miracle of faith in an ever-changing²⁸ world. (501)

Simplify your Office Practice Classes with a.....



A perfect aid to teachers and students in bookkeeping, accounting, clerical and secretarial classes. Works fast—operates easily—accurately. Speeds classroom progress by cutting down errors. Ideal for checking problems of addition—for acquainting students with a machine they'll meet later in thousands of offices everywhere.

WELL WORTH RAISING FUNDS FOR...

Through civic organizations, parent-teacher groups—graduating classes—student participation programs. Make it *your* prize at a school bazaar—*your* goal at an athletic contest. Funds can also be raised through class plays—minstrel shows—festivals—school farm work.

FOR
FURTHER
INFORMATION
MAIL
TODAY!

SMITH-CORONA ADDING MACHINES

Companion to the famous Smith-Corona office and portable typewriter.

L C SMITH & CORONA TYPEWRITERS INC
912 E. Washington St. Syracuse, N. Y.

Please send me the name and address of the nearest store where I can get a free demonstration of the Smith-Corona Adding Machine. My nearest shopping center is

Name.....
Address.....
City..... Zone..... State.....

The Iron and Steel Industry

From "Stories of American Industry"

THE IRON AND STEEL INDUSTRY enjoys the distinction of being the only one which had its origin among¹ the stars. From other planets millions upon millions of miles away from our little earth came what was probably² the first iron used by man. Rushing white-hot through the vast reaches of space, meteorites, including³ iron⁴ among their elements, crashed to the earth, and were there found by the men of long ago. It is not surprising that⁵ some of the ancients believed that the sky was made of iron, and the early Egyptians, Assyrians, and Hebrews⁶ had words for it which meant, "metal from heaven."

As long as five thousand years ago there are said to have been blast⁷ forges in Egypt. Strange as it may seem, the largest single iron casting in existence today was made nearly⁸ one thousand years ago. It is the figure of a lion twenty feet high and it is found in an old Chinese⁹ city.

Warriors of antiquity used chariots of iron, forerunners of the all-steel bodies of¹⁰ today.

The Romans knew the art of refining iron, and during the Middle Ages the difficult and slow¹¹ process was gradually improved. But steel remained a rare and precious commodity—something to be possessed¹² only by the rich. Jewelry was made of steel. Magic tales were told of the steel swords possessed by the knights of old,¹³ such for example as Excalibur, the great sword of King Arthur, which guarded him from death.

THE EARLIEST¹⁴ AMERICAN SETTLERS realized that in order to conquer the wilderness, they must have iron tools. So, the settlers¹⁵ in Virginia built a forge in the wilderness in the year 1619, but unfortunately¹⁶ these earliest American ironworkers were all massacred by Indians. Twenty-five years later,¹⁷ at Lynn, Massachusetts, was established the first successful American ironworks. Its first product, a three¹⁸-legged, cast-iron pot, may still be seen.

Iron ore was discovered in many parts of our country and blast¹⁹ furnaces were built by the early settlers. And here is an interesting fact: It was the custom of these early²⁰ American ironmasters to name their furnaces for their sweethearts and wives. So it is evident that²¹ those men of iron, as so often is the case, had their sentimental side.

BUT THE AGE OF IRON soon gave place²² to the age of steel, and now we come to the dramatic episode of William Kelly. In the year²³ 1847, Kelly was engaged in the manufacture of wrought iron sugar kettles for the Kentucky²⁴ farmers. Following the custom of ages past, he covered the molten iron with charcoal in his furnace.²⁵ But one day, quite by accident, Kelly noticed that the air blast of his furnace was blowing directly upon²⁶ the exposed molten iron and, to his utter amazement, the exposed iron, instead of being cooled

off by²⁷ the blast of air, became white hot! Against all the beliefs of the time, the iron in Kelly's furnace that day was²⁸ actually being purified by the blast of cold air!

After that, Kelly talked so much about his discovery²⁹ of "making steel without fuel," that his wife thought he had become mentally unbalanced and sent him to see³⁰ a doctor. Oddly enough, an Englishman, Henry Bessemer, working quite independently, also discovered³¹ the same process of making steel and actually obtained the first patent on it. But, though the process is³² commonly called the "Bessemer process," the United States Patent Office, in the year 1857,³³ declared that Kelly was the original inventor. Kelly's converter was not widely used commercially,³⁴ however, until 1871.

THE MODERN WORLD was clamoring for steel, which could now³⁵ be made cheaply and in large quantities. Our American industry grew by leaps and bounds. By the year³⁶ 1890 our production of steel had topped that of any other country in the world. Ever since, we have³⁷ easily held first place.

And here is a surprising fact—about half of the tremendous quantities of iron³⁸ ore used to make this steel comes from the Mesabi Range, in Minnesota.

There exists an interesting story³⁹ about the discovery and development of this Mesabi Range, which yields more iron ore than any other⁴⁰ deposit in the world. A few years before the Civil War, a hardy pioneer family by the name⁴¹ of Merritt settled on a homestead claim in the wilderness of Minnesota. There were eight brothers in this⁴² family. One brother, Lewis H. Merritt, believed that a great deposit of iron ore lay beneath the⁴³ comparatively flat surface of the land. By the year 1890, the Merritt brothers were prepared to dig⁴⁴ for this iron. The story goes that to assist them, they brought over from England a Cornishman, an expert mining⁴⁵ engineer.

After looking over the ground, far from any railroad, the Cornishman told them, "You'll never be⁴⁶ able to sink a shaft! The sides will cave in."

THE MERRITT BROTHERS went into a huddle. Then, they timidly asked,⁴⁷ "Why should you have to sink a shaft? Why not just dig the ore right up with shovels?"

This was an unheard-of idea⁴⁸ to the mining engineer. He resigned, and went home. But the Merritts carried their theory into practice, and⁴⁹ today the Mesabi Range is the scene of the largest man-made excavation in the face of the earth. In this⁵⁰ place may be seen power shovels digging out the ore in this huge hole which rivals even the Grand Canyon in size.⁵¹

Today's streamlined trains and airplanes, today's air-conditioning equipment, even today's automobiles, depend⁵² upon modern steel. Contrast the modern American kitchen with its gleaming, stainless steel equipment, with the⁵³ dark, heavy kitchen equipment of yesterday. Modern concrete highways are bound together with a web of steel.⁵⁴ Steel springs, household equipment, steel furniture, even steel houses, contribute to our comfort. And day by day the⁵⁵ scientists at work in

the research laboratories of the American steel industry discover new⁵⁶ uses and improvements.

SO WE SEE that the iron and steel industry plays a very important part in the⁵⁷ daily lives of each of us. Civilization would have been a long way back on the road had it not been for iron⁵⁸ and steel. And it is not inappropriate that iron is so essential to all of us because the world⁵⁹ itself is pretty much of an iron ball. (1168)

How You Can Be the Boss

There is no magic formula for success, but there are certain basic steps that, if properly followed, lead to¹ the top. These comments, and the pictures that accompany them, tell about some of the techniques that have been used² successfully by others who have gone before you.

Actually this is a study of human relations that³ apply to men and women in any trade, profession, or calling. It is a study of personality.⁴ You hear a lot about personality these days, don't you? Everyone wants to tell us how to get along⁵ with people. You may wonder whether personality is as important as the skills and book knowledge you possess.⁶ Employers tell us that it is.

One of the first things you must remember, if you want to be an outstanding⁷ success, is this: Getting your diploma does not end your quest for knowledge. You must keep well informed through your library,⁸ newspapers, and magazines. More than one successful businessman owes his career to the extra courses he⁹ took at an evening school. There will never be an end to your studying.

There will never be an end to your¹⁰ aggressive and enthusiastic efforts, either. A successful person is a busy person—always moving¹¹ about, always on the go. There is no slacking in the pace of the man or woman who is pressing hard for success.¹²

Nor can there be a stop to intelligent thinking, either. Ingenuity pays off. Ideas are worth¹³ money. Never let an idea get away from you. When you get a good idea, think it out carefully¹⁴ and completely, put it in writing, and then bring it to your superior. If you hope to be a boss some day,¹⁵ you must first learn how to be a good employee. You can't give orders until you know how to take them. This means that¹⁶ there is no place for a smart aleck or a wise guy. There is no place at the top of the list for the man who sulks¹⁷ when he is called in "on the carpet." Everyone who wants to be a leader must learn how to accept¹⁸ responsibility and how to make his own activities fit the overall picture of the business.

One of the¹⁹ important things that every boss knows is how to get teamwork among his employees. If you want to be a²⁰ boss, you must learn about teamwork too—and the way to learn about it is to study it, recognize it, participate²¹ in it, demonstrate it. Once you know how to play ball with the rest of the team, you will know how to become²² the captain of the team.

What is the key to success? Preferably, it is steady work, plus good thinking, plus good³ public relations, plus teamwork, plus the desire to be

a successful person.(474)—Reprinted by permission from a booklet published by Goldey College, Wilmington, Delaware.

her that extra lift she needed to tell her story to the others.

This Month's Gregg Writer Story

Mr. Poppingill's Toyshop

REBECCA COLE and HELEN WALKER

Part 2

SUDDENLY MARY SAW A SHADOW move under the counter. She stood there, almost frozen, and screamed as long and as loud as she could. Then, as if they had sprung out of the walls, the men were there—the policeman, Mr. Pop, Bill—and they had caught the man and were holding him between them. He was a small, foreign-looking man, and his eyes were pitifully desperate, like those of an animal caught unexpectedly in a trap. At last he saw it was no use to struggle. He hung his head and broke into frightened sobbing.

"We'd better take him to headquarters," the policeman said.

"Wait," Mr. Pop put his hand on the policeman's arm. "I want to know what this is all about." Turning to the sobbing man, he said, "What do you mean by breaking my most expensive toys?"

The man lifted his head. In slow, painfully spoken English, he told how he had brought his family over from Vienna and hadn't been able to find work. He talked about his little four-year-old boy, Franz, and his little girl, Therese, who was six, and how he had worried because they wouldn't have any toys this Christmas.

"I break the toys," he said. "Then maybe you throw them away, and I get them and fix them for my little Franz and Therese."

"CAN YOU FIX THEM?" Mr. Pop asked.

He nodded his head vehemently. "In Vienna I make old toys like new again."

Mr. Pop cleared his throat. "All right, if you can repair the toys, I'll dismiss the charges; but, mind you, I have to be able to sell them without a penny's loss—or you'll have to go to jail."

The little man's eyes glowed with tears. He rushed over and kissed Mr. Pop's hand, and Mary had an absurd desire to laugh and cry at the same time.

"Yes, yes! I fix everything tonight. Then maybe you give me a job, Mr. Pop."

Mr. Pop said gruffly, "Your job right now is to get yourself out of trouble." But Mary, knowing the soft heart under his gruffness, knew that Mr. Pop would probably take him on.

The policeman, shaking his head at this unexpected turn, left; Bill hung around because he and Mary were going ice skating with the gang after Mary got off from work; and the little man from Vienna set to work rapidly and skillfully repairing the damage he had done to the toys. At last when

he had finished fixing them, and Mr. Pop grudgingly agreed that they looked pretty good, Mary saw the two little faces at the window that she and Bill had seen there once before. Mary went out, took each child by the hand, and brought them into the store.

THE CHILDREN RAN TO THEIR FATHER. He took them in his arms, and they talked in their own language, which the others could not understand. The little girl pointed to the ballerina doll, standing on tiptoe, restored to perfect loveliness again. The father looked sad and shook his head, and the child looked again at the doll. Her thin little face was intense, and the longing was like hunger in her eyes. He put her down and shoved her forward with a fond spank. He took the boy by the hand. "We go home now, babies. Mamma will worry."

The little man said good night, and he and his children, three thin, shabby figures, were going out the door when Mr. Pop called to them. He took a bill from his pocket. "Hurry to the grocery store before it closes and buy your family some food. And come back tomorrow. I'll see if I can give you some work to do."

BILL AND MARY, their skates dangling, walked silently through the snow.

"A penny for your thoughts, Beautiful."

When Mary looked at him, there were tears in her eyes.

"Bill," she said, "I just can't let those children go without toys at Christmas."

"I know what you mean. They are cute—and pitiful."

"Say," he cried suddenly, "why don't we tell the gang about these people and get up a Christmas party for them?"

"Oh, Bill, I think that's a wonderful idea! We'll make Mr. Pop be Santa, and we'll show them what a good old American Christmas can be like."

"The only thing is," objected Bill, "most of the kids have already spent their Christmas money."

Mary sighed. "That's right. But if we talk it up and get them really interested, they will get the money."

By the time they reached the lake, the gang was all there ahead of them. "I tell you what," said Bill as he stooped down to put on Mary's skates, "You take the kids at this end of the lake, and I'll catch the ones at the other end. Talk it up big. Tell them these folks are refugees from Europe, and we want to make them feel at home in our country."

"Yes," agreed Mary, "that's the idea." As she watched him skate away in the opposite direction, she thought how beautifully he skated and how wonderful it was to be in love. It gave

her that extra lift she needed to tell her story to the others.

WHEN AT LAST they skated back toward each other, Mary's face glowed with the cold and with pure happiness. "It's all settled. The girls are bringing gifts for Therese, and the boys are bringing gifts for Franz."

Bill nodded. "Joe's going to bring the Santa Claus suit for Mr. Pop to wear, and Hank promised to get the Christmas tree."

"And you and I can trim it," said Mary.

Slowly they began to skate, planning out loud as they skimmed over the dark, smooth lake.

"What will you give Therese?" asked Bill.

Mary didn't answer for a minute, and then she asked timidly, "Do you suppose you could wait a while longer for that camera?"

Bill laughed. "I was just going to ask you the same thing about the alligator bag."

The clear, cold wind was in their faces, and their skates made music on the ice. "Bill," she said softly, "couldn't we make this party our Christmas gift to each other?"

He gave a little squeeze to her hand. "Sure. I'd love to have a toy soldier that marches to the 'Stars and Stripes Forever.'"

Mary felt a few snowflakes falling on her hands and into her hair. Happily she lifted her face to them. They were like a benediction, a touch from that land of long ago where the giving of gifts had first begun.

"And, Bill, I'd love to have the ballerina doll. I want to get that hungry look out of little Therese's eyes."

We regret that we are no longer able to provide complete sets of the Bus. Ed. Index. Still available: 1940, '41, '42, '46, '47, and '48 indexes, and a few copies of Research in Business Education—1920-1940. Especially valuable to graduate students, libraries, and authors, each index lists all the professional literature in business education for that year and the publications that accept manuscripts. For available copies, act quickly with the coupon below.

The Business Education World
270 Madison Avenue
New York 16, New York

Please send the publications indicated:

- ☐ Research, 1920 - 1940\$1.00
☐ Bus. Ed. Index, 1940..... .75
☐ Bus. Ed. Index, 1941..... .75
☐ Bus. Ed. Index, 1942..... .75
☐ Bus. Ed. Index, 1946..... 1.00
☐ Bus. Ed. Index, 1947..... 1.00
☐ Bus. Ed. Index, 1948..... 1.00

Payment ☐ Check ☐ Money Order ☐
 for \$..... is enclosed.

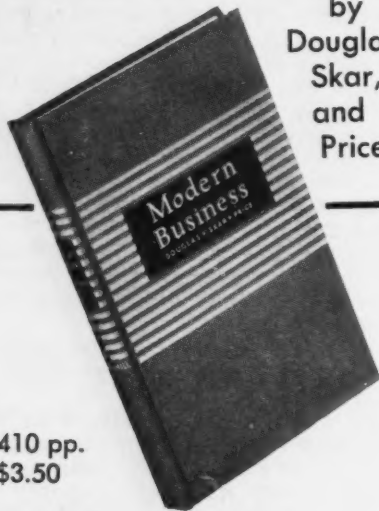
Name

Address

a social-economics
approach

MODERN BUSINESS

by
Douglas,
Skar,
and
Price



410 pp.
\$3.50

Concisely, comprehensively, *Modern Business* gives in clear correlation the social setting and economic structure of business. Treatment is broad and descriptive so that the college student may see his own future place and function in business. With an instructor's manual also available, *Modern Business* is a flexible teaching and learning tool. It is designed to give the future business worker a complete overview of the modern business picture.

summary of contents

How business operates. What makes the wheels turn. Rules of procedure. Communication and transportation. Money, banks, and credit. Insurance. Business information. Business organization. Methods of financing. Location. Economical production. Labor costs. Marketing in general. Marketing functions. Sales and service. Consumer co-operatives. Basic distribution. Statistics and accounting. Consumer problems. Savings, investments, and life insurance. Government services. Taxation. The business cycle. Undesirable outcomes of capitalism. Employer-employee relationships. Business ethics.

Order MODERN BUSINESS
from your nearest
Gregg Office

GREGG of
McGRAW-HILL

New York 18	330 West 42nd St.
Chicago 6	111 North Canal St.
San Francisco 3	931 Howard St.
Dallas 1	2210 Pacific Ave.
Toronto 1	50 York St.
London W.C. 1	51 Russell Square



Didn't he ever hear about "candy for the ladies"?



You mean he's too young for our kindergarten? But I told my wife...

By Wits and Wags

THE PROSPEROUS, pompous businessman was staying at a small country hotel and, as he entered the breakfast room in the morning, the only other visitor rose from his seat.

"Sit down! Sit down!" boomed the great man condescendingly.

"Why?" asked the other, surprised. "Can't I get the marmalade from the next table?"

A LIFE INSURANCE AGENT called on a big businessman at the close of a busy day. When the agent had been admitted, the big fellow said: "You should feel honored, highly honored, young man. Do you know that today I have refused to see seven insurance men?"

"I know," said the agent. "I'm them!"

RECENTLY the following testimonial was received by a patent-medicine concern: "For nine years I was totally deaf, and after using your ear salve for only ten days I heard from my brother in Nebraska."

THE FOLLOWING NOTICE was inserted in a rural weekly: "Anyone found near my chicken house at night will be found there next morning."

"WERE you a good little girl at Sunday School today?"

"Yes; the teacher offered me a big plate of money, and I said, 'No, thank you.'"

SALLY: My brother is playing hooky from correspondence school.

Margie: How does he do that?

Sally: He mails them empty envelopes.



This may sound unnecessarily officious, but would you put your phone number below your endorsement?



Bored of directors? Frankly, I get a little fed up with them too.